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NEW-WORLD SPELLER

SECOND
BOOK



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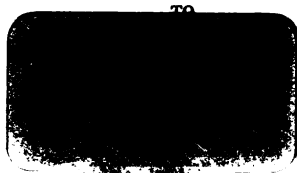
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Guide for Examining New-World Speller

REVISED EDITION

WHEN examining a new spelling book, a school officer focuses his attention on certain definite features. It is the purpose of this folder to answer some questions he might ask concerning **NEW-WORLD SPELLER, REVISED EDITION**, by giving references to typical lessons.

1 How was the vocabulary selected and graded?

This question is answered in full in the Brief on New-World Speller, which will be sent on application.

2 What provision is made for enlarging the regular vocabulary?

a *Lessons on local words*

Lesson 22.....	Page 193	Lesson 109.....	Page 262
Lesson 58.....	Page 201	Lesson 157.....	Page 274
Lesson 70.....	Page 204	Lesson 35.....	Page 293

b *Lists of words from other school subjects*

Lesson 137.....	Page 221	Lesson 24.....	Page 290
Lesson 155.....	Page 225	Lesson 142.....	Page 325
Lesson 64.....	Page 250	Lesson 98.....	Page 362

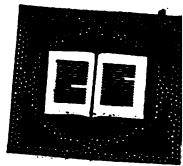
c *Word-building lessons*

Lesson 48.....	Page 199	Lesson 69.....	Page 303
Lesson 51.....	Page 247	Lesson 25.....	Page 339
Lesson 142.....	Page 270	Lesson 47.....	Page 345

3 What is the nature of the review system?

- a There are review words in all lessons. See any lesson.

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NEW-WORLD SPELLER

SECOND BOOK

For Grades Four, Five, and Six

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CONTENTS

	PAGE
FOREWORD	iii
FOURTH GRADE	137
FIFTH GRADE	185
SIXTH GRADE	233
APPENDIX	i
Words Often Misspelled	ii
Days, Months, Holidays, and Abbreviations	iv
Abbreviations and Numbers	v
Arithmetic and Grammar Lists	vi
Punctuation Marks and Geography Lists	vii
Diacritical Marks	viii

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ON THE TEACHING OF SPELLING

THE teaching of spelling is concerned with both vocabulary and method. The words to be taught must be those which meet actual needs, and the method must be such that the spelling will be made automatic. Introduction

The vocabulary of this book is based upon the lists published by various scientific investigators in recent years, supplemented by lists from other reliable sources. An earnest effort has been made to include all words which belong to the writing vocabulary of the average person, and to exclude all words which are rarely used, or which are so comparatively simple that they no longer present any spelling difficulty when they come into use.

But a mere word list, no matter how well selected, is not a spelling textbook. It is the function of a textbook not only to provide suitable subject matter, but also to direct the pupil's activities upon this matter in such a way that he will master it with the greatest possible economy of time and effort. It is in this sense that the *New-World Speller* is a textbook, combining a thoroughly reliable vocabulary with methods of study which result in actual power to spell.

Learning to spell involves the formation of certain habits of mind. The most important is the habit of observing correctly the printed form of words. Next in importance, and often associated with this habit, is that of hearing words correctly. Nearly all mistakes in spelling result from the failure of children in these respects. The lessons in the *New-World Speller* have been planned to aid pupils in the formation of habits of observation. Formation
of spelling
habits

Effective work in spelling, as in all school subjects, depends on attention. Forced attention may accomplish something, but

To the Teacher

what is done with interest leaves the more lasting impression. The lessons, therefore, introduce great variety into the necessary drill in order to make it attractive to the children.

Directions for study

Each year's work begins with a page of directions for study. These are addressed to the pupil, and form a vital part of the book. They should be *read* and *applied*. In addition to these general directions, nearly every lesson contains special suggestions for mastering individual words. The general and the special directions together are intended to stimulate and develop the self-activity of the pupils, and will gradually train them to attack a lesson without hesitation and learn it in the most economical way.

The power to grapple with a lesson independently, however, is not instantly acquired, no matter how clear the directions for study. The teacher must be relied upon to devote a part of the recitation period to directing the forces of her pupils, until habits of study have become established.

Methods of study

Teach the children how to study and train them to use all the helps provided in the book. They must learn to select from each lesson the words which they are sure they can spell and to give all their time and attention to the others; they must learn to sift the easy from the more difficult words and to give each group its due amount of time and attention; they must learn how to get the meaning and use of unfamiliar words; they must learn to clinch knowledge by repetition.

The greatest possible variety in presentation and drill should be introduced. The lessons may sometimes be studied by looking at the words, then closing the eyes and trying to see the words with the mind's eye; sometimes by writing them on paper or on the blackboard; sometimes by spelling them aloud; sometimes by building them with cardboard letters; sometimes by playing simple games, which may or may not take the form

of a contest. Attention should be directed to the difficult combinations of letters by underlining them, by writing them with crayon or pencil of a different color, by repeating them orally many times in succession, by comparing them with other words which have the same combinations. Any device that will fix the attention upon the letters which make the word difficult will be of the greatest assistance.

The method of learning new words by spelling them aloud should be carried on in school only when teacher and pupils are studying together. The results of a few minutes taken from the recitation period for the purpose of spelling aloud the hard words of the next day's lesson will repay the outlay of time a hundredfold. After habits of study have been established, spelling lessons may be assigned for home work, and the directions for study will then be invaluable.

A child does not know how to spell a word until he can do it automatically, both orally and in writing. To develop this power, review constantly. Each day the lessons of the preceding two or three days should be quickly but thoroughly reviewed; words of special difficulty should be followed up until they are thoroughly learned; and the many regular and special reviews should by no means be omitted. Here, again, variety is of the greatest importance. Each pupil may be required to keep a blank book in which he enters from day to day the words which he has misspelled. Frequent reviews of such words will correct individual errors. Another useful device is a blank book in dictionary form kept by the teacher. The words misspelled in class may be entered under their initial and reviewed by letter, the lists being copied on the blackboard for this purpose. After a little training, the pupils will be able to write the words in this dictionary of errors, and will take pride in keeping the lists as short as possible.

**Review
and drill**

To the Teacher

Homonyms and vowel combina- tions

The grouping of homonyms introduces a difficulty where none exists. It is a mere incident that *there* and *their* are pronounced alike. They are spelled differently and have entirely different meanings, and if each is repeatedly used in its proper relation to other words, the child remains unconscious of the similarity of pronunciation, and consequently no confusion arises. The same is true of all homonyms. In the higher grammar grades, when the words have been fixed, no harm can result from associating them in a drill exercise.

Though the spelling of many English words is absurd, as, for instance, *eight, trough, reign, bureau, once*, these are much less troublesome than common verb forms and words containing a sound expressed by several different vowels or combinations of vowels. *Feed, read, shield, machine, receive, here*, are illustrations. Nothing but frequent oral spelling and still more frequent writing of these words in sentences or phrases will fix them in the child's mind. If the word is important, clinch it; if it is not important, do not teach it at all.

Use of sentences and phrases

The sentences and phrases are intended for dictation. The phrases afford an economical method of giving a large amount of drill on writing related words without taking time for complete sentences. Incidentally the children learn to discriminate between groups of words which express complete thoughts and those which do not. It is a good plan to read the sentence or phrase distinctly once, and then have the pupils repeat it before writing. Insist that they write without hesitation. This involves a thorough study of the lesson.

Syllabica- tion

Learning to see the syllables of which a word is composed is one of the most important steps in learning to spell. Pupils must ultimately learn to see the syllables in undivided words. As an aid to this end, the words in this book are usually divided when they appear for the first time in the lower grades, while in

the higher grades syllabication is gradually discontinued. The exercises requiring the pupils to find the short words of which longer ones are composed, those requiring them to combine short words into longer ones, and those requiring them to copy words and divide them into syllables, are all designed to cultivate the observing powers, and long use has demonstrated that such exercises are effective.

Have the pupils constantly pronounce distinctly before spelling by syllables. Since authorities differ, pronunciation may be accepted as a safe guide in a majority of cases.

Since the purpose of correcting spelling is to fix the right form in the child's mind, keep this end constantly in view. In oral spelling, have the child who made the error spell the word correctly at once. In correcting written exercises, cross out the wrong forms, and insist on their being rewritten correctly, so that finally only correctly spelled words shall be before the pupil. Many teachers make the mistake of so correcting papers that the wrongly spelled words are the more prominent. Train pupils to leave a blank space whenever doubtful of a word, and to write the word correctly after the papers have been returned to them, underlining it for thorough study.

**Correction
of errors**

The dictionary habit is an invaluable one; its importance cannot be overestimated. This book provides for progressive dictionary work throughout, following a general plan begun in the primary grades.

**Use of the
dictionary**

In the first grade the pupils are taught the letters of the alphabet in their order, and hunt words in alphabetically arranged lists. This work is continued throughout the second and third grades. In the fourth grade exercises are introduced to show that the initial letter alone does not determine the place of a word in an alphabetical list, and pupils are taught to arrange words in true alphabetical order and to insert words into lists

To the Teacher

already prepared. After this, each grade takes an onward step until in the eighth grade the pupils will be able to use a large dictionary effectively. To accomplish this end, however, it is necessary that the work outlined be carried out as thoroughly as is the teaching of spelling. Adequate directions are given in all grades.

**Adaptation
to junior
high schools**

In writing this book the needs of schools organized on the junior high school plan have been kept in view. The vocabulary has been so arranged that by the end of the sixth year the large body of common words has been taught. Practically all the words most commonly misspelled have appeared, and the child who drops out of school at that point is not handicapped by finding that he has been drilled on words which he never has occasion to write, and has failed to learn the everyday words which he needs. He will, moreover, have gained sufficient power to visualize words to enable him to learn with ease new words. The child who enters the higher grades, on the other hand, will take with him a well-developed power both to study and to learn his spelling lessons promptly and effectively.

An appendix containing special spelling matter has been inserted at the end of the book. Many words required in connection with the various school subjects are more or less technical, and the time when they are needed in written work is determined by the curriculum of the subject concerned, and not by a graded spelling course. Since curricula differ, these words can be more readily located when brought together in one place than if scattered throughout the book. Provision for the use of this matter is made in special lessons.

**Teacher's
manual**

A teacher's manual giving full and explicit directions for teaching spelling, interesting historical matter, and a bibliography for teachers, is furnished free to all teachers whose classes use these books.



FOURTH GRADE

“We learn to do by doing.”

TO THE BOYS AND GIRLS OF THE FOURTH GRADE: We learn to do a thing by doing it many times, and we learn to spell by spelling over and over again the words we need. Try to make your spelling matches so interesting this year that you will enjoy them as much as you now enjoy your games at recess or your gymnasium work. The next page tells you how to study. *Read* the directions and *use* them every day, and use the special directions given in many lessons.

HOW TO STUDY A NEW WORD

Read these directions every day until you have formed the habit of following them :

Make sure of the meaning of the word.

Listen carefully when you hear it pronounced.

Pronounce it very distinctly yourself.

Look at it closely. If it is not spelled just as it sounds, find the hard spot.

Spell the word aloud or softly to yourself over and over again.

Write it without the slightest hesitation.

If it is not used in a sentence in the book, make a sentence of your own for it.

HOW TO STUDY A REVIEW LESSON

Each lesson contains only a few new words. The rest are review. After you have mastered the new words, see if there are any review words that you have forgotten how to spell. If you find any, study each as if it were a new word. If the entire lesson consists of review words, do not waste time on those you know. Make a list of those you need to study. Cross out each word as it is mastered. Give special attention to the words that troubled you when you studied them for the first time.

DICTIONARY LESSONS

Each dictionary lesson contains clear directions. Follow them carefully, and dictionary work will become a pleasure as well as a help.

1. REVIEW

This lesson and the three that follow it contain the hardest words of the second and third grades. Many of the words contain a catch. Be sure to read each day the directions for study on page 138. Make sure of all the words, and then have a spelling match.

afraid	barefoot	build	color
afternoon	beautiful	busy	coming
again	berries	can't	could
almost	birthday	carry	country
always	bottle	cheap	cousin
any	bottom	choose	cover
apron	break	church	dirty
aunt	breakfast	circle	doctor
babies	brother	circus	does

2. REVIEW

done	February	half	listen
don't	fence	having	lose
each	field	heard	making
easy	forty	horses	many
enough	friend	just	minute
every	front	knee	money
except	fruit	knock	moving
excuse	gallon	laugh	much
eyes	goose	learn	ninety
father	guess	lesson	nothing

Fourth Grade

3. REVIEW

office	ready	they	Wednesday
often	says	thirsty	week
once	second	toast	wheat
orange	shoes	tomorrow	where
paste	shovel	tonight	which
pencil	sleigh	tooth	whose
picnic	soap	Tuesday	window
pocket	some	twelve	woman
pretty	squirrel	uncle	writing
quart	stories	using	wrong
quick	sugar	vacation	wrote
quiet	sure	very	year
raise	tear	visit	yellow

4. REVIEW

the <u>blue</u> sky	<u>know</u> my lesson	<u>buy</u> some clothes
lost <u>their</u> books	bought <u>two</u> spoons	my <u>dear</u> sister
<u>meet</u> a friend	<u>threw</u> a stone	<u>through</u> the ice
<u>write</u> a letter	over <u>there</u>	a <u>pair</u> of gloves
a ripe <u>pear</u>	a rough <u>road</u>	much <u>too</u> large
<u>eight</u> dollars	<u>blew</u> away	<u>knew</u> her name
my <u>right</u> thumb	eat fresh <u>meat</u>	<u>rode</u> my pony
come <u>here</u>	<u>hear</u> the music	<u>would</u> not go

5. SPELLING MATCH

Use the words in Lessons 1, 2, 3, and 4. Help your side win.

6

Follow the directions on page 138. Do it *every day*.

“Well begun is half done.”

begin	frisk y	twist	away
be gin ning	crowd	apple	again

What letter in *beginning* was doubled before adding *ing*?

7

Use each group of words in a sentence :

pane of glass	pay car fare	bread and butter
buy my ticket	enjoy the game	shall be busy
tick et	en joy	over clover

8

I could not find any mellow pears.
There were none on the tree.

hoe	great	black	cheer
hoe ing	great est	blow	grade

9

Use the last word of each column in a sentence :

love	tail	walk	east	out
dove	sail	talk	feast	shout
shove	jail	stalk	least	stout

Fourth Grade

10. DICTIONARY LESSON

If you wished to find the word *sugar* in an alphabetical list of words that contained a great many *s*'s, you would waste time if you began at the beginning of the *s* list. Instead of doing that, you notice the *second* letter, *u*, and this tells you that you must look near the end of the list. Turn to page 139. Copy all the *a* and *b* words on slips of paper. Then mix up the slips and without looking at the book arrange them in order, thinking of both the *first* and the *second* letters.

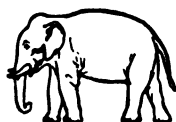
11

ti ger	el e phant	mule	monkey
bea ver	colt	sheep	bear.

Which of these animals are wild? Draw a line under the two letters in *elephant* which give the sound of *f*.

12

Which animal builds its own house?
Which one has a trunk?
Does he carry his clothes in it?



east	an i mal	each
beast	cloth	peach

How many syllables has *animal*? Pronounce the word very distinctly.

13

I sew a long seam every day.

I use a needle, thread, and a thimble.

thim ble

bread

bright

beach

nee dle

thread

brother

teacher

What are the last two letters in *needle* and *thimble*?

14

What changes were made in the first word of each group to form the second and third? Spell these words aloud.

slap

fit

stir

scrub

slapped

fit ted

stirred

scrubbed

slap ping

fit ting

stir ring

scrub bing

15. REVIEW

Review Lessons 6-14. You may omit the dictionary lesson, but study the others according to the directions on page 138.

16

The farmer raises oats and other grains.

har vest

fork

spoon

close

mead ow

skate

burst

drink

Which of these words are easy because you already know how to spell *boat*, *rain*, and *head*?

Fourth Grade

17

There was a leak in the gas pipe.
The knife has a sharp edge.

rain	cool	frost	brown
stain	spool	flower	goes

In what word do you find *ea*? *dg*? *oo*? Spell *edge* aloud five times.

18

a new hair ribbon	their warm leggings
button my shoes	your pretty slippers

rib bon	leg gings	acorn	bone
but ton	slip pers	across	bath

What two words end in *on*?

19

We often use these words in school:

rule	di vide	po em	draw
rul er	pu pil	after	march

What two letters do you find in the first syllable of *divide*?

20

tool	sled	tail	tack	tin
cool	shed	sail	pack	skin
stool	abed	rail	sack	spin

21

a fresh collar	sweet honey	too large	
a polite answer	a rusty knife	too sharp	
po lite	hon ey	race	alike
col lar	rust y	lace	along

Which word is like *money*? What are the last two letters in *collar*?

22

What change was made in the first word of each pair before adding *ing*?

ache	be come	prom ise	in vite
ach ing	be com ing	prom is ing	in vit ing

Draw a line under the letters that make *ache* hard.

23

Each of these words may be used in speaking of a person :

tramp	nurse	own er	prince
mas ter	teacher	clown	
doctor	Indian	Mister, Mr.	

What words end in *er*? Which one ends in *or*?

24

flock	leave	boil	four	roost
block	weave	spoil	pour	roost er

Fourth Grade

25

Review Lessons 16-24.

26

There are twelve inches in a foot.
How many feet are there in a yard?
How many ounces make a pound?



ounce, oz. foot, ft. pound, lb. yard, yd. inch, in.

27

close the drawer	tie a knot	turn the knob
jerk the line	hum a tune	the other store
cute	draw er	beginning
		borrow

What words have a silent letter?

28

"A bird in the hand is worth two in the bush."

build	bun dle	club	arrow
build ing	kind ness	strong	awake

29

Words we often hear at home:

couch	pi an o	porch	supper
lounge	blan kets	dinner	breakfast

30

"A stitch in time saves nine."

"Think twice before you speak."

stitch	twice	berry	pass
ditch	price	cherry	class
pitch	slice	cherries	glass

31

settle a quarrel	a birthday party	these heads	
buy an album	a load of coal	can't finish	
quar rel	par ty	south	begging
al bum	seven	another	chase

32

float	fear	frighten	growl
trav el	sow	driving	forget

Find and spell the word which means *to put seed into the ground*; *to be afraid of*; *not to sink*; *to go from place to place*; *to make afraid*.

33

These words are formed by joining two shorter words. Study the short words, and then write the long words.

whichever	pocketbook	wheelbarrow
yourself	schoolhouse	drygoods

Copy all the words on this page beginning with *s* and arrange them in alphabetical order.

Fourth Grade

34

The monkey and the parrot live in warm countries.
The stork builds its nest on chimney tops.

country
coun tries

mon keys
par rot

chim ney
chim neys



35

Review Lessons 26-34. Be sure to read the directions on page 138.

36

hem a napkin
naughty children

offer to help
use a blotter

a queer sight
throw a snowball

plow

nap kin

naugh ty

blot ter

37

down
town

bread
spread

dress
press

mile
file

root
shoot

38

the horse's mane
a swarm of flies

plow a field
born in February

dan ger
man ger

fod der

pitcher

spider

today

39

Coffee, ginger, and dates grow in warm countries.

Raisins are dried grapes.

cof fee	rai sin	handle	bridge
gin ger	happen	heaven	follow

Notice that both *g*'s in *ginger* have the same sound.

40

"It isn't raining rain today ; it's raining violets."

was n't	has n't	would n't
---------	---------	-----------

There are five contractions in this lesson. *Isn't* is the first one. Tell for what words each stands, what letter was omitted, and what takes its place. It is as much a mistake in spelling to omit the apostrophe as to omit a letter.

41

burst a tire	raise cotton	able to swim
nature study	a deep breath	sweet honey
light	green	closing
o'clock	ground	geese
		gravy
		forgot

42

able	round	flew	fire
table	pound	drew	tire
sta ble	sound	chew	wire

Fourth Grade

43

We buy vegetables of the grocer.
Potatoes are sold by the peck or bushel.

bush	po ta to	veg e ta ble	outside
bush el	po ta toes	gro cer	myself

What common word do you find in the last part of the word *vegetable*? Make sure of the rest of the word.

44

Which words are often used in school?

o bey	whis per	necktie	ounce, oz.
taught	ex am ple	pound, lb.	oxen

Be sure to pronounce the *h* in *whisper*. Pronounce it in these words also : *wheat, while, white, where*.

45

Review Lessons 36-44. Do not forget how helpful it is to spell the words aloud.

46

fore head	an kle	guess	crumb
shoul der	eye brow	sure	don't
dinner	dipper	cream	

Find the three hardest words in this lesson, and draw a line under the letters you need to study most carefully.

47. DICTIONARY LESSON

Copy the *c*, *a*, and *e* words from page 139. You will find that often there are several words having the first two letters alike, such as *cheap*, *choose*, *church*. You must then arrange them so that the *third* letters will be in the right order.

48

A crow stole a piece of cheese from a dairy.

dair y	lion	leader	leaf
fair y	oatmeal	muddy	leaves

49

A fox wanted the cheese, so he said, "Pray let me hear your lovely voice."

want ed	scream	storm
love ly	scratch	track

In which word does *c* have the sound of *s* in *sun*?

50

The proud crow tried to sing and dropped the cheese.
The fox snatched it and ran quickly away.

quick ly	thank	waves
qui et ly	under	wading

Fourth Grade

51

Do you **like** to read about giants?

gi ant	cave	lose	around
for est	moss	los ing	ashes

What **change** was made in *lose* before adding *ing*?

52

What **kīnd** of work does each man named in the upper row do?

bak er	ma son	bar ber	car pen ter
miller	beans	belong	blaze
barrel	began	between	board

53

o ri ole	swal low	robin	ostrich
spar row	hawk	stork	peacock

Which **words** end in *ow*? Be sure to pronounce them distinctly.

54

pepper and salt	rich soil	has been done	
a fresh towel	play a trick	could not go	
chain	chase	chalk	churn

55. REVIEW

Review Lessons 46-54.

56

Dear Edward,

Last spring father gave me a garden. I have raised onions, turnips, and other vegetables. I sell them at store prices. If you guess how much I have earned, I'll give you all the weeds I raise.

Your old friend,

Dick.

I will

tur nip

price

I'll

on ion

pric es

57

rad ish

to ma to

squash

dishes

pump kin

to ma toes

cab bage

grew

What words will be easy to learn if you remember how to spell *potato* and *potatoes*?

58. DICTIONARY LESSON

Copy the *f*, *g*, *h*, *i*, *j*, and *k* words from page 139, and arrange them in exact alphabetical order. You will often need to notice the *third* letter of each word.

59

Jelly is made of the juice of fruit.

The juice is boiled in a kettle with sugar.

ket tle

juice

floor

follow

plen ty

juic y

flour

drove

Fourth Grade

60

Christmas	pres ents	member
hol i day	tur key	taking
ev er green	cran ber ries	taste

Make separate lists of the words having two and three syllables. *Holiday* formerly meant *holy day*. What change was made in *holy* before joining the words?

61

Heap on more wood! the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still. SCOTT

whis tle	we will	chill
mer ry	we'll	chill y

Tell how *we'll* was formed from *we will*.

62

Joyful means *full of joy*. What change is made in the spelling of *full* in the following words?

joy	won der	cheer ful	de light
joy ful	won der ful	hand ful	de light ful

63

wrist	tongue	path	skirt
throat	blood	roses	sorry

What silent letter is there in *wrist*? Look out for the blunder spot in *tongue*. Read the directions for study on page 138.

64

al read y It is already getting dark.
 blos som May is the month of apple blossoms.
 mar bles tum ble story straw
 How many *l*'s are there in *already*? It is like *almost*.

65. REVIEW

Review Lessons 56-64.

66

among the trees against the wall wave a flag
 toward the north above the picture a thick cloud
 What letters do you add to *again* to form *against*?

67

Your sore finger will soon heal.
 Have you suffered much?

suf fer twig toad upon
 lo cust fifth tight wading

68

crook ed use less whoever waves
 fierce pleas ant whichever while

Does the *i* or the *e* come first in *fierce*? Look out for the last syllable of *pleasant*.

My brother can swim farther than I can.
He can also run farther.

far	hol low	drift	crowd
far ther	hap pened	begun	twist

70. DICTIONARY LESSON

Copy the *s* and *t* words from Lesson 3, page 140, and arrange them in alphabetical order.

71

do an errand	blister your heel	er rand
paddle a canoe	beat a carpet	blis ter

Which syllable of *canoe* needs careful study?

72

city	lil y	lady	penny
cit ies	lil ies	la dies	pen nies

What change was made in the first word of each pair to form the second word?

73

Use the second word of each pair in a sentence:

blood	inch	out	meal	for
flood	pinch	sprout	squeal	form

74

se vere My cousin had a severe cough.
quite She seems quite well again.

why	brook	buggy	glass
enjoy	least	stalk	stout

Make a list of the words that are not spelled just as they sound. Spell each word aloud as you write it.

75. REVIEW

Review Lessons 66-74.

76

Name something which is

square	straight	bitter	cloudy
smooth	useful	even	clear

How many *l*'s are there in *useful*? What letters in *straight* have the sound of *igh* in *sleigh*?

77

Make long words by joining one word from the *A* list with one from the *B* list. Be sure to make real words.

A		B	
down	up	brush	rack
tooth	break	set	stairs
hat	eye	fast	brow

Fourth Grade

78

My waist has long sleeves.
They are trimmed with braid and velvet.

vel vet	trim	sleeve	sign
river	trim ming	sleeves	reach

79

a broken limb	mow the grass	cost a quarter	
correct my words	the public school	a tall grapevine	
cor rect	quart	rompers	post office
pub lic	quar ter	riding	Thanksgiving

Hunt for silent letters. Which word ends in *ic*?

80

The key of the tool chest is lost.

hatch et	bath	key	turkey
lad der	lath	keys	turkeys

What change was made in *key* and *turkey* to make them mean more than one?

81

bri dle	puz zle	bub ble	stee ple
thou sand	elephant	cold	
animal	mule	trunk	

In what way are the words in the upper row alike? Use each of these four words in a sentence.

82

bury Where did you bury the wren?
 buried We buried it in the woods.

rain	stood	behind	brave
drain	backward	branch	brass

What change was made in *bury* before adding *ed*?

83

In the upper row are four pairs of words. Use the first word of each pair in asking a question and the second in answering it.

pay	build	freeze	keep
paid	built	froze	kept
clover	cookies	cork	
comb	care	cracker	

84

kitchen	oven	roof	bunch
parlor	furnace	bucket	carries
careful	choosing	clean	

What words end in *en*? What one ends in *or*? in *ace*?

85. REVIEW

Review Lessons 76-84. Make a list of the words you need to study and arrange them in alphabetical order.

Fourth Grade

MID-YEAR REVIEW

In studying Lessons 86-89, waste no time on words you already know how to spell. Give all your time to the words you are not sure of. Read page 138 and follow the directions for studying review lessons.

86. REVIEW

Review pages 139 and 140.

87. REVIEW

Review page 162.

88. REVIEW

able	bury	drawer	hatchet
above	button	edge	holiday
ache	cabbage	elephant	honey
against	canoe	errand	invite
already	cheese	example	juice
among	chilly	fairy	kettle
ankle	chimney	farther	kitchen
annual	cities	fierce	lily
beginning	coal	forehead	limb
blossom	coffee	forest	losing
breath	collar	frighten	lounge
bridle	cotton	furnace	marbles
building	cough	giant	mason
built	date	ginger	meadow
bundle	divide	grocer	mellow

89. REVIEW

merry	potato	shove	tiger
music	pour .	sleeve	tomato
nature	present	sleigh	tomorrow
naughty	price	slipper	tongue
needle	promise	smooth	toward
ninety	public	spread	towel
none	pudding	square	travel
nurse	pumpkin	squash	turkey
obey	pupil	squirrel	useful
offer	puzzle	stable	vegetable
onion	quarrel	stalk	velvet
oriole	quarter	steeple	voice
oven	quietly	stitch	waist
parlor	quite	straight	weave
parrot	raisin	swarm	whisper
piano	ribbon	taught	whistle
pleasant	riding	thimble	whose
pocketbook	settle	thread	wonder
polite	severe	throat	worth
porch	shoulder	ticket	wrist

90. SPELLING MATCH

Have a spelling match, using the words reviewed in Lessons 86, 87, 88, and 89. Help your side win.

Fourth Grade

SPECIAL REVIEW LISTS

DAYS OF THE WEEK

Sunday	Monday	Tuesday	Wednesday
	Thursday	Friday	Saturday

MONTHS OF THE YEAR

January	April	July	October
February	May	August	November
March	June	September	December

NUMBERS

one	ten	nineteen	hundred
two	eleven	twenty	thousand
three	twelve	thirty	first
four	thirteen	forty	second
five	fourteen	fifty	third
six	fifteen	sixty	fourth
seven	sixteen	seventy	fifth
eight	seventeen	eighty	once
nine	eighteen	ninety	twice

ABBREVIATIONS

pint, pt.	pound, lb.	Mister, Mr.
quart, qt.	inch, in.	Mistress, Mrs.
gallon, gal.	foot, ft.	Doctor, Dr.
ounce, oz.	yard, yd.	Street, St.

91

I did not make a single mistake.
There are four seasons.

sin gle	sea son	summer	winter
mis take	spring	autumn	anyway

92

Use each word in the upper row in a sentence :

o cean	coast	mist	foam	point
candle	ladies	bull		
carrying	also	chopped		

Look out for the blunder spot in *ocean*. Read the directions for study on page 138.

93

the basket-ball team	roller skates	roll er
keep the score	tired of being idle	i dle
asked	aching	blind
anything	squeal	begged
		mist
		list

94

mid dle	care	breeze	five
fid dle	dare	freeze	dīve
rid dle	scare	sneeze	hive

What are the last two letters of the words in the first column?
Use *dive* and *hive* in sentences.

Fourth Grade

95

The palm grows in warm countries.

country	wil low	elm	daisy
coun tries	ma ple	fern	daisies

What change was made in the word *country* to make it mean more than one?

96

ceil ing	clos et	blame	beaver
cel lar	carpet	dusty	begun
cur tain	cradle	curly	blanket

Copy all the words beginning with *c*. In which does *c* have the *s* sound? Draw a line under the first syllable of *ceiling* and the last syllable of *curtain*, and spell each aloud many times.

97

fasten the window	do the chores	beat the rugs
wrap up the books	see the parade	bare feet
fas ten	pa rade	block
		blotter

98

wher ever	whit tle	pond	baker
scram ble	quarter	fond	barber

Which words end in *le*? In which does *g* sound like *j*?

Be sure to chew your food.
You must never swallow it whole.

stream	grow	ought to go
swamp	grown	feel much better

Which word has a silent letter ?

100. REVIEW

Review Lessons 91-99.

101

These words are arranged in pairs. Use the first word of each pair in asking a question and the second in answering it. In which three words do you find *ought* ? What one contains *aught* ?

bring	think	fight	wind
brought	thought	fought	wound
win	sing	find	catch
won	sang	found	caught

102. DICTIONARY LESSON

Be very careful with these dictionary lessons. They will help you learn to use a dictionary without any trouble. None of the words in Lesson 101 are in the alphabetical list of words on pages 160 and 161. Find the exact place where each would be if it were there.

103

steam	mast
steam er	whistle
smoke	travel
cap tain	ocean



104

It was a steep climb up the mountain.

The guide said we should be dizzy.

moun tain	ear ly	crossing	dearly
-----------	--------	----------	--------

In what way is *mountain* like *curtain*? Hunt for silent letters.

105

shawl	buck le	jol ly	cries
bon net	watch	bubble	crown
cave	born	buried	

106

Breathe fresh air if you wish a healthy body.

bathe	health	mouth	club
bath	health y	place	cheerful

What are the last three letters in *bathe* and *breathe*? They have the sound of *th* in *with*.

107

The words in the upper row are often used in school :

ab sent	re cess	schol ar	re mem ber
funny	morning	means	everything

What word would the first syllable of *scholar* make if you should double the *o*? Look out for the last syllable.

108

column of figures	ask a question	catch a hare	
expect company	row with oars	a country lane	
col umn	com pa ny	fork	coal
fig ure	ques tion	ever	colt

109

Use the last word of each pair in a sentence :

oar	out	rake	lunch	nest
roar	spout	snake	punch	vest

110. REVIEW

Review Lessons 101-109.

111

Mother does not allow us to soil our clothes.

al low	luck y	bush	ice
father	stick y	bush y	i cy

Fourth Grade

112

Come and share my fudge.
It was given to me yesterday.

give	yes ter day	hopped	couch
giv en	hammer	crooked	countries

113

cup and saucer measure the potatoes their houses
lie in the hammock see the sun rise eat beets

sau cer	meas ure	paste	cute
ham mock	rattle	rabbit	crowd

What two letters in *saucer* have the same sound? Which comes first? Find in this lesson another word with a catch.

114

per haps	vil lage	coun ter	seat
rub ber	pack age	rubbing	shore
	cranberry	delight	dairy

115

Use the second word of each pair in a sentence:

please	dance	visit	poke
tease	chance	vis it or	pok er

116

dream of an angel	a bald man	an gel
praise my friend	sow good seed	cen ter
center of the circle	sharp lead pencil	drain

Does the *e* or the *l* come first in *angel*? Pronounce it distinctly. Look out for *center*.

117

wal nut	chest nut	beech	spruce
birch	peach	apple	pear

What silent letter do you find in *chestnut*? These words are all the names of trees.

118

lay	Please lay the book on my desk.
laid	I laid it there some time ago.
lay ing	Mother came in as I was laying it down.

Lay, laid, and laying are not hard to spell. Notice how they are used.

119

die	tie	dropped my tools
died	tied	pay my car fare
dy ing	ty ing	jerk the line

What change was made in *die* and *tie* before adding *ing*?

Fourth Grade

120. REVIEW

Review Lessons 111-119.

121

Do you like pork or veal better?
I don't like either. I like beef.

ei ther can't isn't hasn't

What animal gives us *pork? veal? beef?* Which of these words has *ee? ea?*

122

The grocer will deliver a dozen eggs.

de liv er a lone become fear
dozen, doz. a shamed float flood

123

Do not forget the directions for study on page 138.

a loaf of bread orange peel lem on
rind of a lemon make lemonade lem on ade

124

put ting rag ged pud dle si lent
craw l stamp there's
railroad sign tries

125

one half	one calf	one woman
both halves	a few calves	two women
wom en	ache	against
		answer

What two letters are there in *women* that you do not find in *men*? What one letter is different in *woman* and *women*? What change was made in *half* and *calf* to make them mean more than one?

126

care ful ly	dan de li on	beginning	potatoes
fam i ly	to geth er	yourself	tomatoes
	form	froze	glass

Long words are often easier to spell than some short words. *Pronounce each syllable distinctly.*

127

leath er	eight	eight cents
feath er	sleigh	ride in a sleigh
weath er	weigh	weigh the sugar

What letters are alike in the first three words?

128. DICTIONARY LESSON

Copy on slips of paper twenty words beginning with *s*. Take the words from pages which come before this one. Mix up the slips, and then arrange the words in alphabetical order.

Neither father nor mother heard the noise.

either
nei ther

sweep
speck

lawn
pansy

number
built

130. REVIEW

Review Lessons 121-129.

131

sky
skies

fly
flies

change
chang ing

cough
none

straight

grain

greatest

What change was made in *sky* and *fly* before adding *es*?

132

The stormy March is come at last,
With wind, and cloud, and changing
skies;
I hear the rushing of the blast,
That through the snowy valley flies.

BRYANT



133

Use each of these words in a sentence :

be cause
scat ter

sup pose
swam

turn
hand ful

heap
juicy

134

The cricket is an insect.
What animals travel in herds?



cricket insect

kept kindness knot ladder

135

A gay young cricket lived near an ant.
During the summer the ant worked.
The foolish cricket did nothing but dance.

fool women tired leggings
foolish whole leak lovely

136

The next winter the ant's pantry was full.
But the lazy cricket had no food.
"Poor fellow!" said the ant. "He will surely starve."
pantry surely fellow lazy

137

One evening the cricket knocked at the ant's door.
He was hungry, and shivering with the cold.
He did not deserve help, but the kind ant fed him.

evening shiver owner pepper
hungry deserve party pitch

The thistle is purple.

Do not touch it even though it is pretty.

this tle	master	napkin	poem
pur ple	monkeys	plenty	radish

What word is like *whistle*? Hunt for silent letters.

139

Make long words by joining one word from the *A* list with one word from the *B* list.

A

book base
some bath
steam every

B

body where
ball boat
room case

140. REVIEW

Review Lessons 131-139.

141

live on a ranch	a wooden mallet	o blige
a sewing machine	be obliging	o blig ing
ma chine	lum ber	roof
mal let	wood en	roost
		slice
		spoil

Copy the hardest words and draw a line under the letters which make them hard. Spell the words aloud as you write them.

142

show er
sud den
thun der

windy
kite
season



“ It’s an ill wind that blows nobody good.”

143

haven’t
doesn’t

hadn’t
weren’t

couldn’t
shouldn’t

. In what way are these words alike? What letter was omitted?

144

mel on
soup

cus tard
mus tard

pick le
tick le

spool
sprout

ocean

tired

cellar

What two words are nearly alike? What are the last two letters in *pickle* and *tickle*?

145. DICTIONARY LESSON

The following words have the first three letters alike. Arrange them alphabetically. Of which letter must you think? *Share, shall, shawl, shade, shape, shake, shave, shame, shatter, shaggy, shabby, shack, shaft.*

Fourth Grade

146

Did you ride in a wagon or in a carriage?
The hungry wolf became very lean.

creep	stirring	suffer	tumble
crept	swallow	town	tune

147

de ny	study	hurry	cop y
de nied	stud ied	hur ries	cop ies
bury	cry	try	dry
buried	cried	tried	dries

What change was made in the first word of each pair to form the second word?

148

perfect lesson	great courage	cour age
sunny pasture	peach orchard	or chard
pas ture	turkeys	turnip
		useless

Spell *courage* and *orchard* aloud as you copy them.

149

dif fer ent	mat ter	stin gy	strange
strike	wasn't	wonderful	
struck	wanted	ruler	

What are the last three letters in *different*?

150. REVIEW

Review Lessons 141-149.

151

blouse

cloak

coat

scarf

umbrella

shoes

overalls

pockets

stockings



Pronounce *umbrella* very distinctly.

152

Dear Jennie,

Uncle Charles came home last week and brought me a pearl ring. Just think! The pearl was found in an oyster! I have shown it to a great many people, and they all think it is beautiful. I wish I could show it to you.

Truly your friend,

Dorothy.

153

soldier

danger

bugle

prince

battle

forward

though

oats

blister

blood

correct

Spell *soldier* and *danger* aloud as you copy them. What are the last two letters in *bugle*?

Fourth Grade

154

It is already an hour since I came.

I meant to go, but the trip was too dangerous.

happy	hap pi ness	danger	enjoy
hap pi est	delightful	dan ger ous	eyebrow

What change was made in happy before adding *est* and *ness*?

155

wolf	thief	shelf	knife
wolves	thieves	shelves	knives
harvest	hoeing	hollow	

What change was made in the words ending in *f* or *fe* to make them mean more than one?

156

a gentle answer	a wide avenue	quite sure	
a common fault	wear loose clothes	very useful	
gen tle	av e nue	I'll	whole
com mon	jelly	manger	women

Find the words with a catch and master them first.

157. DICTIONARY LESSON

Make a list of ten words from this page, and show where each would belong in the alphabetical lists on pages 160 and 161. Arrange the following words in an alphabetical list: *charge, chance, chat, beat, beach, beam, bear, beans, beast, bead, beaver.*

158

dis tant	They have gone to a distant city.		
com mand	It is better to obey than to command.		
will ing	try	skirt	courage
dur ing	spry	shirt	machine

159

Some people used to believe in ghosts.

be lieve	paint	either	women
chang ing	faint	neither	since

Does the *i* or the *e* come first in *believe*?

160. REVIEW

Review Lessons 151-159.

161

First study the short words which form the long ones :

anybody	everybody	blackberries
sometime	anywhere	somewhere
without	bookcase	muskmelon

162

dis miss	be have	es cape	quit
column	question	captain	healthy

Find and study the word which means *to get away from* ; *to leave* ; *to send away* ; *to act properly*.

Fourth Grade

163

Did you bait your hook with worms?

Yes, except for the very large fish.

un less	ceiling	curtain	angel
un til	cellar	closet	center

How many *l*'s are there in *until*?

164

easy	heav y	busy	lazy
ea si er	heav i er	bus i er	la zi est

What change was made in the first word of each pair to form the second word?

165

the wasp's sting	gain or lose	mean to go	
the lamb's wool	a sharp spear	sew a seam	
walnut	birch	spruce	chestnut

Wasp's and *lamb's* are not contractions. The apostrophe and *s* show that the wasp owns the sting and the lamb owns the wool.

166

for bid	bon fire	at tic	ashamed
beg gar	cin ders	alone	lemonade
guess	sure	since	

167

The pigeons were on their perch.
There were only eight in all.

pigeon
only

good-by
good night

bookcase
baseball

168

Things we sometimes eat or drink :

mince pie
chicken broth

chocolate soda
whipped cream

pumpkin pie
tomato soup

169

curtain
mountain
fountain

sleepy
slowly
badly

lay
laid
laying

pay
paid
paying

cloth
broth
froth

What new word in this lesson is easy after learning to spell
curtain and *mountain*?

170. REVIEW

Review Lessons 161-169. The school year will soon be over. After this lesson there are four more review lessons, and then you will be ready for a spelling match. Give as much time as possible to these review lessons. Learn the words so well that you will not forget them during the summer. Read the directions for study on page 138.

Fourth Grade

171. REVIEW

This lesson and the four which follow it will be your last fourth-grade spelling lessons. Now is the time to make sure of the words which trouble you. Read page 138, and then see how promptly you can learn these lessons. Try to make every minute count. Review pages 160 and 161.

172. REVIEW

Review pages 162 and 184.

173. REVIEW

Review also page 139.

absent	breathe	closet	during
allow	brought	coast	either
alone	buckle	column	enjoy
angel	calves	common	escape
anybody	captain	company	evening
ashamed	carriage	countries	except
attic	ceiling	courage	family
avenue	cellar	curtain	fasten
baseball	center	custard	feather
bathe	chance	danger	fellow
because	change	deserve	figure
beggar	chestnut	different	forward
behave	chocolate	distant	fountain
believe	cinder	dozen	gentle

174. REVIEW

Review also page 140.

ghost	mustard	remember	surely
guide	neither	saucer	tease
halves	oblige	scare	thief
hammock	ocean	scatter	thought
healthy	orchard	scholar	together
heavy	ought	scramble	touch
hungry	oyster	season	umbrella
hurried	package	shelves	valley
idle	pasture	shower	village
insect	pearl	silent	visitor
knives	people	single	wagon
leather	perfect	sneeze	walnuts
lemon	perhaps	soldier	weather
machine	pickle	soup	weigh
maple	pigeon	steam	wherever
measure	purple	stingy	wolves
mistake	question	strange	yesterday
mountain	recess	suppose	young

175. SPELLING MATCH

Have either a written or an oral spelling match. Use the words reviewed in Lessons 171-174.

Fourth Grade

SPECIAL REVIEW LISTS

In the lists below are fourth-grade words which are often misspelled, underlined words which are often wrongly used, and contractions. All need special attention.

since	truly	quite	bathe
women	tired	though	angel
whole	straight	early	used
against	tying	able	ache
believe	built	answer	meant
none	among	cough	beginning
until	laid	loose	farther
building	captain	different	measure

eat beech nuts

built its nest

sow onion seed

heard a noise

seems quite well

hurt my heel

beat the rugs

pay car fare

sew long seams

a herd of cattle

if it's raining

heal a sore finger

a fair day

go to the fair

play on the beach

eat beets

can't

don't

isn't

couldn't

shouldn't

hasn't

wasn't

weren't

it's

there's

I'll

we'll



FIFTH GRADE

Words are but the signs of ideas.

SAMUEL JOHNSON

TO THE BOYS AND GIRLS OF THE FIFTH GRADE: It may be that in the future some of you will write newspaper articles, and a few may even write books. But all will probably write letters, and although the ideas you express in your letters are more important than the words, yet these words must be spelled correctly. Try to master the signs so thoroughly that when you write you can give all your attention to the ideas.

Be sure to follow the directions on the following page when studying your spelling lessons.

HOW TO MASTER A NEW WORD

Remember that the steps in mastering a word are understanding its meaning, listening carefully when it is pronounced by others, pronouncing it distinctly yourself, noting the blunder spot, spelling the word over and over again either aloud or softly to yourself, and writing it without hesitation both as a single word and in a sentence.

HOW TO STUDY A REVIEW LESSON

When studying a review lesson, select the words which need study, and proceed as if they were new. If you have not already formed habits of study, be sure to do so in the fifth grade.

DICTIONARY LESSONS

Remember that you have spelling lessons only to help you spell when you need to write letters or have written lessons in other school subjects. It may happen that you will wish to use a word you have not learned to spell. It will then be necessary to refer to the dictionary. You have already learned to find words in short alphabetical lists. This year you will learn to use a small dictionary. If your school does not provide you with one, ask your father or mother to buy one for you. It will prove a very useful friend.

The dictionary lessons are as important as any others. Do not neglect them. If you study them faithfully you will not only *learn how to use a dictionary*, but you will *form the habit of using it*.

USE OF A NOTEBOOK

Get a small blank book and use it constantly in three ways: copy into it the words you misspell in each lesson and review them every day; copy into it the words selected with the help of your teacher in special lessons; and copy into it any words which you find you need in other lessons and whose spelling you learn from the dictionary.

1. REVIEW

The words in this lesson are among the most troublesome in our language. Make sure of them now.

a dear friend	over there	hear the answer
their collars	come here	would not write
the whole orange	too much	through the glass
not half enough	last week	know the doctor

ache	cough	lose	straight
again	could	making	sugar
against	country	many	sure
always	does	meant	tear
among	done	minute	they
any	don't	none	though
beginning	early	often	tired
believe	easy	piece	tonight
blue	every	raise	truly

break	guess	read	used
built	having	ready	very
busy	heard	said	wear
buy	hour	says	where
can't	just	seems	which
choose	knew	shoes	women
color	laid	since	writing
coming	loose	some	wrote

Fifth Grade

2. REVIEW

Review the abbreviations at the foot of page iv of the Appendix at the end of the book, and the numbers on page v. These words are placed in the Appendix, not because they are not important, but because it is easier to find them when placed there than if scattered through the book. For the same reason words which you may need in written lessons in connection with other school subjects are placed in the Appendix. You will have lessons from the Appendix from time to time.

3. REVIEW

already	ceiling	edge	knives
angel	center	either	leather
animal	cheese	elephant	loaf
avenue	chocolate	evening	machine
bathe	column	except	mason
because	common	farther	measure
beggar	company	figure	middle
blossom	cotton	forehead	mountains
body	courage	fountain	nature
breathe	curtain	furnace	naughty
brought	danger	guide	oblige
building	deserve	healthy	onion
bury	different	heavy	orchard
button	divide	holiday	package
captain	doesn't	juice	people
carriage	during	kitchen	perhaps

4. REVIEW

pigeon	scholar	swallow	visitor
pleasant	season	thief	wagon
potatoes	shoulder	thought	weather
present	smooth	together	weigh
promise	soldier	tongue	whistle
question	spread	toward	wonderful
quite	square	umbrella	wrap
recess	stitch	useful	wrist
ribbon	strange	vegetable	yesterday
saucer	surely	village	young

5. SPELLING MATCH

Have a spelling match, using the words reviewed in Lessons 1-4. Copy into your notebook any words you miss.

6

The squirrel gnaws its food.
What animal has warm fleece?

wool	flax	able	pretty
wool en	cotton	above	beautiful

7

colt	ride	knee	rain	palm
bolt	pride	kneel	sprain	calm

Fifth Grade

8

"A good thing can't be cruel."

"Half a loaf is better than no bread."

cru el
lovely

loaf
loaves

pure
cure

girl
whirl

9

choke

scrape

trade

spare

autumn
belong

absent
allow

also
alone

Change the words in the upper row to the forms in *ed* and *ing*, in this way : *smile, smiled, smiling*.

10

Words which belong together but do not have a subject and a predicate form a *phrase*. Use each of the following phrases in a sentence :

foggy weather
narrow stream

great pleasure
fertile soil

bad habit
lame ankle

measure

pleas ure

fer tile

nar row

11

claim
steer

pre tend
men tion

attic
res cue

beast
ashamed

Which word means *to free from danger?* *to make believe?* *to speak of?* *to guide a sled or a boat?* *to demand as a right?*

12

“Hunger is the best sauce.”

sand wich	ba con	broth	chestnuts
bis cuit	hun ger	cabbage	coffee

Draw a line under the letters which make any of these words hard, and spell the words aloud over and over again.

13

How many of these animals live in the water?

shark	swan	tur tle	beaver
snail	whale	calves	lamb

14

Use each phrase in a sentence :

wait awhile	birch tree	beechnuts	
spell aloud	nothing else	snowflakes	
a while	in deed	behave	cellar
a loud	become	breath	change

15. REVIEW

Review Lessons 6-14. Consult your notebook for words you have missed. Be sure to select the words you need to study, and waste no time on the others. Read the first two paragraphs of page 186. Follow this plan in every review lesson, even though you may not be told to do so in every case.

Fifth Grade

16. DICTIONARY LESSON

In the fourth grade you learned where words belong when arranged in exact alphabetical order. You are now ready to use a dictionary.

Let us suppose that you wish to write the word *dripping*, but do not remember whether it has one *p* or two. Take your small dictionary and proceed as follows :

At the top of each page of the dictionary you will find in large letters the first word on the page and the last word. These words are called *guide words*.

Find the guide words beginning with *d*. Think where *d* comes in the alphabet and waste no time. Then find the guide words beginning with *dr*. Suppose that the first guide word on a certain page is *drawl* and the second *dropsy*. If you think of the *third* letter of *dripping* you will see that it belongs between these two guide words, and must be somewhere on that page. Look for the *dri* words. When you have found *dripping*, copy it into your notebook for review. Find the following words in your dictionary : *believe, different, minute, women, straight*.

17

Some common vegetables :

car rot	cel er y	cu cum ber	squash
pars nip	let tuce	cranberries	pumpkin

What is the blunder spot in *lettuce* ? Find these words in your dictionary.

18

veil	socks	fringe	leggings
cuff	e las tic	feather	rubbers

19

The tower of the castle was very high.

We had a view of mountains and broad valleys.

valley	tow er	fruit	wrong
valleys	cas tle	yellow	whose

What are the last two letters in *castle*? Spell *view* aloud five times. Find *tower*, *castle*, and *view* in the dictionary.

20

Use in a sentence each word in the lower row :

lock	wear	leak	lash	coop
shock	swear	squeak	flash	scoop

21

It won't thaw while it is so cold.

I am	are not	bugle	blame
I'm	aren't	buckle	blanket

Won't means *will not*. It is not formed in the usual way.
Tell how each of the other contractions is formed.

22. SPECIAL LESSON

With the help of your teacher make a list of the names of ten of your classmates. Begin with the names which are most common and which you may often need to write. Copy them into your notebook and learn to spell them.

Fifth Grade

23

*My bicycle has good tires and a strong brake.
The frame is made of steel.*

bi cy cle	brake	chimney	chew
burst	brake man	chimneys	chance

24

pol ish	shel ter	squirm	wres tle
with er	buried	covered	

Find the word which means to dry up ; to protect ; to make glossy ; to wriggle ; to struggle with.

25. REVIEW

Review Lessons 17-24.

26

mo las ses	ba na na	co coa	sir up
cat sup	custard	muskmelon	
fudge	mustard	lemonade	

Copy the words and draw a line under the letters you need to study most.

27

real money	tender meat	fasten the door	
wring clothes	pay my fare	ginger root	
re al	re al ly	wring er	ten der

"Every cloud has a silver lining."
The lilacs are in full bloom.

anyhow	li lac	canoe	closet
forever	lin ing	carpenter	bookcase

Do you remember to read page 186 and follow the study directions?

In this lesson are five verbs ending in silent *e*. Change them to the forms ending in *ed* and *ing*.

plunge	no tice	dodge	serve
squeeze	forward	fountain	

30. DICTIONARY LESSON

Read carefully Lesson 16, page 192. Then take your dictionary and see how quickly you can find words from this page as your teacher dictates them. Ask your teacher to time you. Try to find each word as quickly as possible.

Did you ever

ruin a dress?	have a fever?	fe ver
pack a satchel?	address an envelope?	en ve lope
satch el	ad dress	countries
ru in	correct	crooked

Fifth Grade

32

pat tern	plat ter	lan tern	awn ing
kind lings	ladder	shelves	
kettle	lumber	wheelbarrow	

Which two words have their last syllables alike?

33

They've done their best.

they have
they've

I have
you have

we have
I will

Write contractions for the underlined groups of words, and use each contraction in a sentence.

34

yoke of oxen	common sense	do an errand
next term	bowl of raspberries	enjoy the game
com mon	rasp ber ries	deliver denied

35. REVIEW

Review Lessons 26-34.

36

Use in a sentence each word in the lower row:

lay	ripe	win	lift	hitch
clay	stripe	twin	gift	switch

37

“ Do not look for pain and trouble;
You will find them if you do.”

troub le	speak	pain	cinders
doub le	spoke	pain ful	cities

What are the last two letters in *double* and *trouble*?

38

What shorter words do you find in each long word?

butterflies	toothache	friendship
cobweb	cupboard	understand
gentleman	shoemaker	watermelon

39

fur nish	li bra ry	laun dry	nurs er y
dining room	porch	parlor	
bathroom	kitchen	pantry	

See how quickly you can find in your dictionary the words in the upper row. Pronounce *library* very distinctly.

40. SPECIAL LESSON

With the help of your teacher make a list of the names of ten of your classmates, and copy them into your notebook. Learn to spell them and review the names you learned in Lesson 22, page 193.

Fifth Grade

41

wait er	tail or	law yer	jan i tor
law	busier	baker	
master	carefully	barber	

Which words end in *er*? in *or*?

42

history	geography	language	arithmetic
textbook	copy	dismiss	
envelope	copied	distant	

Copy the words in the upper row and separate them into their syllables. Consult your dictionary to see if you are right.

43

bow and arrow	Indian wigwam	purple haze	
hit the target	numb with cold	a dozen eggs	
grocer	dangerous	drawer	doesn't

44

in jure	re ply	pit y	jerk
thrash	guard	hoeing	invite

Find and spell the word which means *to be sorry for*; *to answer*; *to beat soundly*; *to harm*; *to protect from danger*.

45. REVIEW

Review Lessons 36-44.

[198]

46

Dear George,

During the vacation father took me to the Brooklyn Navy Yard. Some vessels were being fitted out for a long voyage. We went aboard one of them and it made me want to be a sailor. I wish you had been with us.

Truly your friend,

Dick.

47

prob lem	ze ro	proof	frac tion
ex plain	insect	lounge	
meadow	ocean	buckle	

Find five words often used in arithmetic.

48

Change the following verbs to the forms in *ed* and *ing* in this way: *trip, tripped, tripping*. Find a silent letter.

split	knit	strip	skim	step
-------	------	-------	------	------

49

moth	ca na ry	ea gle	os trich
quail	sparrow	turkeys	
oriole	stork	monkeys	

Copy these words and spell them aloud as you write.

"Enough is as good as a feast."

rough	lump	our	ear ly
enough	hump	sour	ear li er
tough	dump	scour	ear li est

Did you ever

use the parcel post?	buy a postage stamp?		
send a postal card?	mail a money order?		
or der	post age	honey	hollow
post al	par cel	hungry	hurried

52. DICTIONARY LESSON

Pronounce *insect*, *canary*, and *before* very distinctly. Which syllable of each word do you pronounce with more stress or force than you do the others? In the dictionary you will find the accent (') used to show which syllable is emphasized. Separate the following words into their syllables and place the accent: *beautiful*, *elephant*, *oblige*, *already*.

These words are used in business:

busy	firm	mem'ber	price
busi'ness	clerk	cus'tom er	share

What change was made in *busy* before adding *ness* to form *business*? How many syllables are there in *business*?

54

<u>torch</u>	<u>el'e va tor</u>	<u>ri'fle</u>	<u>reins</u>
<u>ra'zor</u>	radish	prince	
<u>perch</u>	raisin	pasture	

For what is each underlined word used? Which words end in *or*?

55. REVIEW

Review Lessons 46-54.

56

A line of poetry is called a verse.
Stand erect when you recite.

po'et ry	re peat'	drill	pray
re cite'	e rect'	single	praise

57

Bi'ble	preach'er	pul'pit	choir
hymn	polite	ought	
quietly	perfect	plenty	

Which of these words have to do with church? Copy *choir* and *hymn* carefully and spell them aloud as you write.

58. SPECIAL LESSON

With your teacher's help make a list of the names of your state, your city or town, and several of the most important streets. Copy the words into your notebook and learn to spell them.

59

The kernel of a nut is the part we eat.
Yeast makes bread light.

ker'nel	voice	cra'zy	shiver
tim'ber	choice	silent	shower

60

Use the first word of each group in asking a question and the second in answering it.

swear	beat	sweep	sleep	froze
swore	beat'en	swept	slept	froz'en

61

examine	discover	located	chapter
punish	puzzle	oyster	
public	parade	quarrel	

Copy all the words having more than one syllable. Separate each into syllables and place the accent where it belongs. Consult your dictionary to see if you are right.

62

Change the verbs in the upper row to the forms ending in *ed* and *ing*. Consult your dictionary to see if you are right.

hire	force	shave	e rase'	com mence'
coal	chores	become	became	

63

pare potatoes	solid gold	born in June
level spoonful	alarm clock	meet a giant
shape	gain	ghost
		forest

64

The cedar is an evergreen tree.

ca nal'	an'gry	shad'ow	jelly
ce'dar	be sides'	juicy	hasn't

Do not forget the steps in learning to spell a word.

65. REVIEW

Review Lessons 56-64.

66

Use in a sentence each word in the lower row :

feed	owl	ail	heat	carry
bleed	scowl	fail	cheat	marry

67

strange	<u>passenger</u>	<u>person</u>	hammock
<u>stranger</u>	<u>neighbor</u>	<u>powder</u>	happiest
harvest	hatchet	health	

Separate each underlined word into its syllables, and place the accent. Consult your dictionary to see if you are right.

Fifth Grade

68

"'Tis the star-spangled banner; O long may it wave
O'er the land of the free and the home of the brave."

it is	over	span'gled	isn't
'tis	o'er	ban'ner	it's

Notice that the contraction *o'er* is formed by combining two syllables into one instead of by combining two words.

69

daub	roam	thresh	warn	seek
	obey	only	losing	nobody

Find in the upper row the word which means *to beat grain*; *to look for*; *to wander over*; *to smear*; *to caution*.

70. SPECIAL LESSON

With the help of your teacher make a list of the states bounding your own, and the three or four most important cities of your state. Copy the names into your notebook and learn to spell them.

71

par'ent	wife	son	aunt
daugh'ter	hus'band	uncle	cousin
dairy	delightful	drew	

Pronounce these words very distinctly. Copy the five hardest words and spell each aloud five times.

72

The colt cannot get over the hedge.
The height of the hedge will prevent it.

pre vent'	hedge	faint	dove
length	wedge	escape	dizzy

73

bliz'zard	bal loon'	bar'ley	for'tune
in'ter est	fight	grown	
fierce	grain	easier	

Some of these words contain a catch. Spell the hardest words aloud.

74

daily paper	worn out	noisy children	
upper book	hoarse voice	chocolate soda	
smoke	snatch	steeple	sticky

75. REVIEW

Review Lessons 66-74.

76

rav'el	sprin'kle	stock	sudden
scam'per	wrin'kle	ug'ly	stormy

Consult your dictionary for the meaning of any word you do not know. What words end in *le*? What one ends in *el*?

Fifth Grade

77. DICTIONARY LESSON

Do not forget to consult your dictionary whenever you need to write a word you cannot spell. Separate the following review words into their syllables and place the accent. Ask your teacher to time you while you consult your dictionary to see if you are right.

vegetable chocolate bicycle arithmetic

78

Do not waste your time or your money.
Be sure to prove your examples.

sad'dle gath'er stable
ex change' squeal suppose

79

purse har'ness hal'ter en'gine
 nick'el swarm swamp
 touch towel twice

For what is each underlined word used ?

80

Use in a sentence each word in the lower row :

rice wire tack rap camp
spice spire stack scrap scamp

81

lie	Did Fido lie near the kitchen range?
lay	No, he lay near the radiator instead.
lain	He had lain there since early morning.
lying	Where is he lying now?

ra'di a tor in stead'

Be sure to pronounce every syllable of *radiator*.

82

mo'tion	hor'rid	home'ly	e'vil
aw'ful	thread	needle	
spool	thimble	sewing	

83

“Look before you leap.”

beforehand pasteboard somewhere parrot
careless remember drown pennies

Separate each underlined word into its syllables and place the accent. Consult your dictionary to see if you are right.

84. SPECIAL LESSON

With the help of your teacher make a list of the principal trades followed in your city or town. Copy the names into your notebook and learn to spell them. Review all words in your notebook.

Fifth Grade

85

What sort of signal did you give?
The sewer drains into the river.

sew'er	ech'o	driz'zle	crowd
sig'nal	un tie'	blouse	counter

Consult your dictionary if you do not know the meaning of any of these words. Which word has a doubled letter?

86

seal a letter	plain suit of clothes	scrib'ble
scribble a note	wrench your shoulder	quite sure
riddle	pupil	piano
ruler	pepper	pickle

Which words have silent letters?

87

fearful	wonderful	willful	playful
wonder	foam	float	
wonderful	flood	manger	

Fearful means *full of fear*. What change in the spelling of *full* was made in the words of the upper row?

88. REVIEW

Review Lessons 76-87, except Lesson 77.

MID-YEAR REVIEW

89. REVIEW

Review page 187.

90. REVIEW

Review page 188 and Lesson 4, page 189.

91. REVIEW

Review also all words in your notebook.

address	cedar	else	instead
alarm	celery	engine	interest
angry	chapter	envelope	janitor
awful	choice	examine	kernel
awhile	clerk	exchange	laundry
bacon	cocoa	explain	lawyer
balloon	commence	fertile	leap
banana	cruel	fever	length
beaten	cucumber	fortune	lettuce
biscuit	cupboard	frozen	level
blizzard	customer	furnish	library
bowl	daughter	gentleman	loaves
broad	discover	gnaw	located
business	double	guard	mention
canal	doubtful	habit	molasses
canary	eagle	height	motion
careless	echo	hoarse	narrow
carrot	elevator	injure	neighbor

Fifth Grade

92. REVIEW

bicycle brake
church choir
sing a hymn

mail a letter
severe pain
pare an apple

hold the reins
his only son
made of steel

nickel
noisy
notice
ostrich
parcel
parent
passenger
pattern
person

quail
radiator
range
razor
really
recite
repeat
reply
rifle

shadow
sirup
solid
sprain
sprinkle
squeeze
stranger
suit
swear

trouble
veil
verse
vessel
view
voyage
waste
wife
wigwam

pity
pleasure
poetry
postage
postal
powder
punish
purse

sailor
sandwich
satchel
sauce
scribble
sense
serve
sewer

switch
tailor
term
toothache
torch
tough
tower
trade

won't
woolen
worn
wrestle
wringer
wrinkle
yeast
yoke

93. SPELLING MATCH

Have a spelling match, using all words reviewed in Lessons 89, 90, 91, and 92.

94

The camel is called the ship of the desert.
It can travel several days without water.

cam'el	sev'er al	stoop	aloud
des'ert	aboard	swift	aren't

What is a desert? How many *s's* are there in the word?

95

des sert'	steak	beef'steak	co'co nut
prunes	lemons	tomatoes	
napkin	salt	catsup	

What does *dessert* mean? Pronounce *desert* and *dessert* very distinctly, and notice the difference in accent. What difference is there in spelling?

96

in a moment	acre of land	fancy dress
exact answer	lose your temper	broad desert
mo'ment	tem'per	a'cre
ex act'	fan'cy	idle
		oats
		oars

97

she will	he will	spice	banner
she'll	he'll	watermelon	barley

Write the contraction of each of the following pronouns with *will*: *I, you, we, they*.

Fifth Grade

98

There are twenty-four sheets of paper in a quire.

"There is no royal road to learning."

roy'al	rail'ing	besides	bleed
news	prize	Bible	bloom

Are you reading page 186 *every day*? Be sure to do so unless you know the study directions by heart and are following them.

99

saucy answer	pale face	try to guess	
rude act	simple example	don't know	
sau'cy	sim'ple	cheat	horrid

In what words does *c* have the sound of *s*?

100

In what trade is each of the underlined words used? Consult your dictionary if you do not know the meaning of any word.

<u>awl</u>	<u>chis'el</u>	<u>scythe</u>	<u>trow'el</u>
<u>har'row</u>	maple	stalk	
marbles	spruce	brakeman	

101

leak	lay	seen	bitter
sneak	layer	screen	lit'ter
south	north	battle	chill
south ern	north ern	cattle	chilly

102

<u>debt</u>	<u>ac'count</u>	<u>val'ue</u>	<u>val'u a ble</u>
<u>check</u>	claim	earlier	
<u>daily</u>	cure	earliest	

The underlined words are used in business. How was the word *valuable* formed from the word *value*?

103. REVIEW

Review Lessons 94-102.

104. DICTIONARY LESSON

Some time ago you learned that the accent is a great help in pronouncing a word. The dictionary also uses other pronunciation marks which you need to understand. There are twenty-six letters in the alphabet, but many more sounds. A letter often has several different sounds, and the dictionary uses certain marks to show which sound a letter has in a given word.

The letters *a, e, i, o, u* are called vowels. *Y* is a vowel when it has the same sound as *i*. Can you find anywhere a word which does not contain one or more vowels?

The vowels have many sounds. The sound which is the same as the name of the vowel, except in the case of *y*, is called the *long sound* and is marked as follows:

cāne bē write hōle ūse trȳ

Each vowel has also a *short sound*, marked as follows:

căt bĕd hĭt lŏt ŭp trulŷ

Mark the long and short vowel sounds in the following words: *shady, bite, check, club, hot, she, try, catch, cube, hitch, both, pity.*

Fifth Grade

105

cab'in	gnat	grate	al'ley	ca'ble
firm	fleece	fraction	free	gather

Find the word which means *a narrow street ; a large rope ; a hut ; an insect that stings ; a part of a stove*. Mark the long and short vowel sounds.

106

The underlined words refer to persons. What work does each do?

<u>butch'er</u>	<u>of'fi cer</u>	<u>plumb'er</u>	<u>den'tist</u>
<u>judge</u>	ought	lazy	
<u>fringe</u>	fought	crazy	

107

"All's well that ends well."

"An honest man's the noblest work of God."

hon'est	no ble	couldn't	die
haven't	no bles.	doesn't	dying

Tell clearly how the contractions *all's* and *man's* are formed. Which word begins with a silent letter?

108

Change the verbs in the upper row to the forms in *ed* and *ing*.

ar range'	a muse'	ad vance'	ac cuse'
pre serve'	harness	history	
halter	hunger	geography	

109. SPECIAL LESSON

Review the names of the days of the week and the months of the year on page iv of the Appendix. Learn the abbreviation of each word.

110

Gold, silver, copper, and iron are metals. The rock in which they are found is called *ore*.

cop'per	i'ron	indeed	knit
met'al	min'er	husband	lining

Spell *iron* aloud five times. Mark all long and short vowel sounds.

111

The ore is put into a furnace. The great heat separates the metal from the ore. The liquid metal then settles because it is so heavy.

liq'uid	sep'a rate	mix'ture
---------	------------	----------

How many syllables has *separate*? What one letter forms the second syllable?

112

travel	puzzle	cough	round
traveler	muzzle	trough	mound
wave	knee	quit	
grave	kneel	quite	

Fifth Grade

113. REVIEW

Review Lessons 105-112.

114

knuck'le	stom'ach	heart	el'bow
freck'le	wrist	shoulder	
teeth	body	tongue	

Copy these words. Draw a line under silent letters. Spell the hardest words aloud five times.

115

couple of bears	the whole earth	coup'le
bread dough	plan a concert	dough'nut
con'cert	language	carry, marry

116

The first five words may be used in speaking of persons. Make sure of both meaning and spelling.

or'phan	crip'ple	rob'ber	plunge
he'ro	cow'ard	pasteboard	polish

117

Is there a bridge across the creek?
"There's no such word as *fail*."

gold'en	hero	ail	parsnip
for give'	heroes	fail	lantern

118. DICTIONARY LESSON

In addition to the long and short sounds, each vowel except *y* has several other sounds. Notice that *a* has a different sound in each of the following words :

gate hat ball cart care ask was any

The dictionary has a mark for each sound, but it is not necessary for you to learn each one. The dictionary has a very simple plan for helping you with these sounds.

Suppose you look up the word *halter* in the dictionary. You will find it printed as follows: hal'ter (həl'tēr). At the foot of the page you will find a list of key words which help you get the right sound of *a* and of *e*. You will find *a* in the word *all* and *ē* in the word *fēr*. With this help and the accent, you can pronounce həl'tēr correctly. The best way to become familiar with these marks (called *diacritical marks*) is to refer to the key word whenever you need to do so.

With your teacher's help, select five hard words from your reading lesson and find out how to pronounce them.

119

These words are often used in school :

pri'ma ry	ex'er cise	e rase'	whisper
pen'man ship	cray'on	e ras'er	scholar

In which word does *e* have the sound of *s* ?

120

silk'y	blood'y	gloom'y	lone'ly
scorch	preacher	prevent	
ravel	pretend	problem	

Fifth Grade

121

Many tons of freight lay upon the wharf.
The crew were loading it upon the steamer.

eight	har'bor	walnuts
freight	whittle	taught

122

fur'ni ture	mir'ror	bu'reau	fau'cet
quilt	willow	scrape	
velvet	signal	snail	

Each word in the upper row has a catch. Find and mark it.

123. REVIEW

Review Lessons 114-122.

124

How was the second word of each pair formed from the first?

happy	heavy	easy	busy
hap'pi ly	heav'i ly	eas'i ly	bus'i ly
merry	choose	make	come
mer'ri ly	choosing	making	coming

125

shin'gle	plas'ter	base'ment	gal'ler y
pi az'za	rescue	ruin	scamper

126

What short words do you find in each long word ?

within	forefinger	yourselves	headache
gentlemen	tiresome	doughnut	midnight
understood	ourselves	maybe	lonesome

127

Did the valentine surprise you ?

There was a streak of crimson in the sky.

val'en tine	crim'son	spoonful
sur prise'	scar'let	wither

How many *p*'s are there in *surprise* ?

128

sweat	par'a sol	ostrich plume
sweat'er	hand'ker chief	large bundle
limb	mince	mistake
lilies	since	suffer

Does the *i* or the *e* come first in the last syllable of *handkerchief* ?

129

Use each phrase in a sentence :

beneath the rubbish	below the line	grape arbor
beyond the river	ahead of time	large family
thief	thieves	tease
		starve

Fifth Grade

130

“ Truth is mighty.”

“ A good name is rather to be chosen than great riches.”

rath'er	chos'en	swept
might'y	rich'es	target

131

Use the first word of each pair in asking a question, and the second in answering it :

choose	swell	string	forget
chose	swoll'en	strung	for got'ten

132

dripping eaves	<u>subject of the sentence</u>		
dose of <u>medicine</u>	<u>piece of tender meat</u>		
separate	bureau	freight	furniture

In which words does *c* have the sound of *s*? Separate the underlined words into their syllables and consult your dictionary to see if you are right.

133. REVIEW

Review Lessons 124-132.

134

sword	ce ment'	band'age	put'ty
glue	stomach	earth	
heart	tongue	couple	

135

Dear Mother,

Your welcome letter came this morning, and I was glad to hear that you are no worse. I like working in the hardware store and hope to succeed. In a few years I intend to have a business of my own.

Your loving son,
Frank.

136

Change the verbs ending in silent *e* to the *ed* and *ing* forms :

cause	pro mote'	im prove'	prac'tice
re duce'	dropped	ticket	
fault	given	throat	

137. SPECIAL LESSON

On page vi of the Appendix, you will find a list of words relating to arithmetic. Review those you have had, and with the help of your teacher select five others to learn.

138

search	stag'ger	re main'	dis pute'
pre pare'	turtle	wedge	
thaw	valleys	whirl	

Find and spell the word which means *to walk unsteadily* ; *to look for* ; *to stay* ; *to get ready* ; *to quarrel*.

Fifth Grade

139

ride in an automobile

have a badge

join the Boy Scouts

wear a uniform

au to mo'bile

u'ni form

wrench

wring

140

Use in a sentence each word in the upper row :

trol'ley

tun'nel

hos'pi tal

fer'ry

ho tel'

homely

navy

zero

member

order

141

The river basin has a gentle slope.

ba'sin

ice'berg

painful

strip

is'land

globe

raspberries

stripe

Which word has a silent letter ?

142

sau'sage

per'fume

poi'son

jew'el

sav'age

slice

stirred

sleeve

slipper

covered

Consult your dictionary for the meaning of any unfamiliar words. What two words end in *age* ?

143. REVIEW

Review Lessons 134-142.

144

season	roof	travel	button	join
reason	hoof	gravel	mutton	joint

You have already learned the first word of each pair. This will help you learn the second word. Use the new words in sentences.

145

“He’s true to God who’s true to man.”

he is	who is	can’t	isn’t
he’s	who’s	don’t	it’s

Which contractions were formed from *is* and another word?
from *not* and another word?

146

market	bakery	grocery	groceries
stretch	plume	beefsteak	
sweater	ahead	dessert	

Separate the words in the upper row into their syllables, and consult your dictionary to see if you are right.

147

en’e my	vic’to ry	can’non	bul’let
fort	couple	since	
guess	liquid	already	

Use in a sentence each word in the upper row.

Fifth Grade

148

long journey	generous deed	steer a sled	
into mischief	district school	spoke aloud	
jour'ney	gen'er ous	stain	twist
mis'chief	dis'trict	steam	tying

Consult your dictionary for the meaning of any unfamiliar word.

149

post office, P. O.	railroad, R. R.	forenoon, A.M.
afternoon, P.M.	Captain, Capt.	Doctor, Dr.

School begins at nine A.M. It closes at three P.M.

The abbreviations for *forenoon* and *afternoon* are sometimes written in small letters.

150

We had a heavy storm with lightning and hail.

It did a great deal of injury to the crops.

injure	light'ning	spoil
in'ju ry	yourself	weave

151

Use the last word of each column in a sentence :

whistle	loss	other	tomorrow
thistle	toss	mother	borrow
bristle	boss	smother	sorrow

152

bee'tle	ban'tam	buf'fa lo	cat'er pil lar
don'key	royal	business	
scythe	debt	officer	

How many syllables has *caterpillar*? *business*?

153. REVIEW

Review Lessons 144-152. Are you remembering to copy into your notebook all the words you miss? Give special attention to these words.

154

We reached the station without further delay.

We were not tired, although the distance was great.

sta'tion	de lay'	al though'
fur'ther	dis'tance	distant

How many *l's* are there in *although*?

155. SPECIAL LESSON

On page vii of the Appendix you will find a list of words relating to geography. Review the words you have already learned; then with your teacher's help select five others you sometimes need to write, and learn to spell them.

Fifth Grade

156

write To whom did she write the note?
wrote She wrote it to her niece.
writ ten She has often written to her nephew, too.

What letters in *nephew* have the sound of *f*?

157

aisle	priest	cho'rus	or'gan
prayer	preach	hymn	
choir	pulpit	Bible	

What words contain silent letters? Copy the hardest words and spell them aloud as you write.

158

What is the capital of your state?

cap'i tal	ar'my	pris'on	honest
pres'i dent	spy	pris'on er	noble

159

prod'ucts	cli'mate	drain'age	min'er al
min'ing	copper	ocean	
metal	iron	river	

In which school subject are these words used? Use in a sentence each word in the upper row.

160

"They're truly great who are truly good."

liquid	medicine	automobile
surprise	succeed	uniform

Write the contraction of *we* and of *you* with *are*.

161

<u>invention</u>	<u>collection</u>	<u>composition</u>	<u>dictionary</u>
<u>examination</u>	basin	reason	
<u>island</u>	jewel	grocery	

Separate the underlined words into syllables. If you pronounce each syllable, you will have little trouble with the spelling.

162

peb'ble	cap'ture	ap pear'	jeal'ous
ped'dle	mischief	injure	
journey	generous	another	

163. REVIEW

Review Lessons 154-162.

164. DICTIONARY LESSON

Mark all the vowel sounds in the following words. Use the key words in your dictionary as a help. If you have no dictionary, consult page viii of the Appendix. *School, calling, father, surely, fork, pudding, turn, look.*

Fifth Grade

165

doubt	com plain'	col lect'	bruise
haul	truth	freight	
doubt'ful	forgotten	cement	

Which verb in this lesson means *to gather? to murmur? to draw or drag? to distrust? to hurt with a blow?*

166

re ceive'	niece	thief	chief
believe	de ceive'	ceiling	piece

The letters *ie* or *ei* occur in each of these words. Make a list of the words in which the *e* comes first. What letter comes just before the *e* in each case?

167

slippery pavement	strong or weak	pave'ment	
equal amount	quire of paper	a mount'	
surprise	study	trouble	vacation

168

They did not know whether to go or stay.

wheth'er	size	weigh	worth
di rec'tion	ex'tra	weight	watch

Be sure to pronounce the *h* in *whether*. Pronounce also *which, white, wheat, where, whisper*.

169

Did you ever

see a diamond sparkle?

scald your hand?

sharpen a lead pencil?

review a lesson?

di'a mond

spar'kle

sharp'en

re view'

niece

nephew

170

On page iv of the Appendix you will find a list of holidays. Review those you already know, and learn the last three on the list.

171

Use in a sentence each phrase. Consult your dictionary for the meaning of any unfamiliar word.

read fairy tales

sing the scale

a natural manner

a narrow ridge

rye meal

too weak

victory

son

daughter

172

rise

ris'ing

reply

re plied'

worse

worst

awl

bawl

ne'gro

negroes

study

studies

hope

hoping

Tell clearly how the second word of each pair was formed from the first.

Fifth Grade

173

Patient work is the secret of success.

pa'tient	suc cess'	a gree'	delay
safe'ly	succeed	further	distance

Spell each of the three hardest words aloud five times.

174

Use each phrase in a sentence :

pair of scissors	warm clothing	too late
source of the river	pair of trousers	small piece
scis'sors	trou'sers	camel
cloth'ing	art'ist	sev'er al

Which word begins with an *s*, ends with an *s*, and has two *s*'s in the middle? What is the second letter of this word?

175. REVIEW

Review Lessons 165-174. Give special attention to your notebook words. Review also the following words and their abbreviations :

inch, in.	pound, lb.	dozen, doz.
foot, ft.	pint, pt.	week, wk.
yard, yd.	quart, qt.	month, mo.
ounce, oz.	gallon, gal.	year, yr.

176. REVIEW

Review Lesson 91, page 209, and Lesson 92, page 210.

177. REVIEW

Review pages ii and iii of the Appendix. These words are more often misspelled than any others in our language. You have had them all. Give special attention to those that have troubled you in the past.

178. REVIEW

account	bureau	crew	face
advance	butcher	crimson	fancy
aisle	cable	daily	faucet
although	camel	debt	firm
amount	capital	delay	forgive
amuse	capture	dentist	forgotten
appear	cement	desert	fraction
arbor	chisel	dessert	freight
arrange	chosen	diamond	furniture
badge	climate	direction	further
bakery	clothing	double	gallery
bandage	coconut	earth	generous
beefsteak	collection	easily	geography
beetle	concert	eraser	gloomy
beneath	copper	exact	gravel
beyond	couple	examine	groceries
buffalo	coward	exercise	harbor

Fifth Grade

179. REVIEW

haul	mighty	prize	size
heart	mineral	promoted	sparkle
heat	mining	prunes	stagger
heroes	mirror	receive	state
honest	mixture	remain	stomach
hospital	niece	review	stretch
hymn	noble	rising	subject
improve	northern	royal	succeed
iron	officer	rude	surprise
island	organ	saucy	sweater
janitor	parasol	scale	swollen
jealous	pavement	scissors	sword
judge	perfume	screen	traveler
knuckle	piazza	scythe	trolley
language	plumber	search	truth
liquid	plume	secret	tunnel
lonely	poison	sentence	valuable
maybe	practice	separate	value
medicine	preserve	several	welcome
merrily	priest	shingles	wharf
metal	prison	simple	worse

180. SPELLING MATCH

Have a spelling match, using all words reviewed in Lessons 176-179.



SIXTH GRADE

“Practice makes perfect.”

TO THE BOYS AND GIRLS OF THE SIXTH GRADE: In the fifth grade you learned to use the dictionary. This year make it your constant companion. Now that you can turn to new words quickly, train yourself to use the dictionary whenever you are not certain of the spelling of a word you need to use in any written exercise. This is the only way to become a perfect speller. Read the following page for fresh study helps.

HOW TO STUDY SPELLING LESSONS

In the lower grades you were taught to study a new word by learning its correct pronunciation and meaning, finding the blunder spot, spelling the word over and over again, and finally writing it without hesitation. This is still the best way for you to attack a new word, but you should be gaining speed all the time.

Do you find that you see the syllables in an undivided word more quickly than you did? Do you see the blunder spot of the word almost immediately? Can you see words with your eyes closed more easily than you did in the lower grades? If you have improved in these ways, you are growing in power. During this year, time yourself occasionally to see how quickly you can thoroughly master a hard new word.

Try the following plan when striving to learn your lessons more perfectly and at the same time more promptly :

Look at the words for a few seconds and then close the eyes. Try to see the word in your "mind's eye," and if you see it clearly, open your eyes and write it. Do not try to write it unless you are perfectly sure of the spelling. If one look is not enough, try a second look, or even a third, until you see every letter clearly. It is a good plan to begin with the shorter words and advance to longer words as you grow in power. Learning a spelling lesson will be an interesting task if you look upon it as a sort of game in which you can gain skill and speed.

The Appendix contains many useful lists. You will have regular lessons on these words from time to time, but it is a good plan to discover exactly what the Appendix contains, as you will often find it useful when you are writing lessons in the various school subjects. Make the most of every help the speller gives you and of the dictionary also.

1. REVIEW

Review pages ii and iii of the Appendix. These words are more often misspelled than any others in the language. You have had them all. If any still give you trouble, master them now.

2. REVIEW

Review the days of the week, the months of the year, and the abbreviations of weights and measures on page iv of the Appendix, and the numbers on page v of the Appendix.

3. REVIEW

The words in this lesson and the next you have had in the lower grades. Make sure of them.

afraid	breathe	courage	except
although	bruise	crumb	exchange
arrange	bureau	curtain	exercise
aunt	button	deceive	fierce
automobile	capital	dessert	fortune
banana	carriage	diamond	furnace
bathe	celery	distance	generous
beneath	chocolate	double	gentleman
bicycle	chorus	dough	healthy
birthday	circle	during	heavy
biscuit	closet	engine	honest
blossom	common	envelope	hospital
bottom	company	equal	iron

Sixth Grade

4. REVIEW

made of steel
did not steal
their books

pane of glass
severe pain
rain hard

quire of paper
church choir
hold the reins

journey

office

reason

thought

juice

onion

repeat

together

knife

package

rough

tongue

laugh

parcel

saucer

travel

lemons

parent

scholar

trouble

length

passenger

scissors

umbrella

listen

patient

shoulder

valuable

machine

pattern

sleigh

vegetable

measure

people

source

visitor

medicine

picnic

square

voyage

mischief

picture

station

weather

natural

pleasure

stomach

weigh

naughty

potatoes

strange

welcome

neighbor

practice

succeed

whistle

nephew

pretty

tailor

wrong

niece

promise

thief

yellow

notice

question

thirsty

young

5. SPELLING MATCH

Have a spelling match, using all words reviewed in Lessons 1-4. Be sure to copy into your notebook for special study any words you miss.

6

"Beautiful hands are they that do
Work that is earnest and brave and true."

ear'nest	lov'a ble	prompt	loaf
grate'ful	mov'a ble	cruel	loaves

7

Change the verbs in the upper row to the forms in *ed* and *ing*. With what letter does each verb end? Is it silent or is it pronounced? Tell clearly what changes you make.

in crease'	pro pose'	pro vide'	pro voke'
carve	spare	paid	
scrape	choke	owner	

8

Use each phrase in a sentence. Which word has a silent letter? Which ends in *or*?

local train	handsome woman	its horns
tennis racket	good flavor	tough meat
ten'nis	rack'et	fla'vor
		hand'some

9

rinse	strain	shrink	chat'ter
both'er	fellow	fertile	
fault	narrow	habit	

Sixth Grade

10

Her clothes were neat and of good quality.

absent	patient	o be'di ent	dif'fer ent
absence	patience	o be'di ence	dif'fer ence

Tell clearly how the first word of each pair was changed to form the second.

11

de fend'	con sent'	at tempt'	as sist'
pretend	dandelion	knot	
mention	interesting	key	

Which word means *to make an effort? to help? to guard from injury? to agree?*

12

Use the first word of each pair in asking a question and the second in answering it:

drive	draw	speak	throw
driv'en	drawn	spok'en	thrown
wool'ly	rescue	receive	

13

crutch	cush'ion	stir'rup	poul'tice
cis'tern	ashamed	gnaw	
sprain	kneel	fleece	

14

hear a horse neigh

buy a marble image

lighten the load

play truant together

flight

forehead

hunger

sauce

In what other words that you have learned does *ei* have the same sound as in *neigh*?

15. REVIEW

Review Lessons 6-14. Select carefully the words needing study, and follow the directions given on page 234.

16

"He's true to God that's true to man."

"What's in a name?"

"Howe'er it be, it seems to me

'Tis only noble to be good."

Explain each abbreviation. Which one is a contraction of syllables rather than of two distinct words?

17

A syllable added to the beginning of a word is called a *prefix*. What prefix occurs in each word in the upper row? How does it change the meaning of the simple word?

discontented

dishonest

disagreeable

disobey

sandwich

turtle

calves

bacon

snail

aloud

Sixth Grade

18. DICTIONARY LESSON

Name the vowels. The remaining letters are called *consonants*. A few diacritical marks are sometimes used with consonants, but it is not important that you learn them, for, as a rule, dictionaries give the correct pronunciation of consonants by spelling the word as it sounds, as follows: aisle (il); fraction (frāk'shun). Make sure of the correct spelling of any word you wish to pronounce properly, before looking at the pronunciation helps. Look up the following words in the dictionary and notice how the dictionary helps you pronounce them: *sign, biscuit, choir, cupboard, neighbor, stranger, patient.*

19

ac'cent	vow'el	syl'la ble	con'so nant
	elastic	fringe	veil

Copy the first four words and underline the letters needing most study.

20

"The seeds of the thistle always produce thistles."

pro duce'	scen'er y	threat	lettuce
sum'mit	shield	celery	squash

21

stew	roast	sal'ad	sar dines'
	cur'rants	carrot	pumpkin
	biscuit	parsnip	squash

22

It is my purpose to do thorough work.

You may depend upon me.

pur'pose	de pend'	con tain'	view
thor'ough	af ford'	clothes	castle

23

fudge	butter	oblige	ledge
grudge	gutter	obliging	pledge
straight	birthday	swear	
straighten	divide	won't	

In which pairs was the second word formed from the first?
Was any change made in the shorter words in these cases?

24. SPECIAL LESSON

On page iv of the Appendix you will find a list of holidays.
Which are legal in your state? Learn to spell any which you
have not already had, and review them all.

25. REVIEW

Review Lessons 16-24.

26

drug	drug'gist	dis ease'	mea'sles
croup	drawer	brake	
knot	bicycle	tire	

In what words does the combination *ea* occur? In which
word does *ou* sound like *oo*?

Sixth Grade

27

“Haste makes waste.”

Have you read “Madam How and Lady Why”?

Mad'am	hinge	lounge	wrestle
glis'ten	piano	wither	squirm

The quotation marks are used in the second sentence because “Madam How and Lady Why” is the title of a book.

28

garment	satin	calico	gingham
linen	travel	banana	
quarrel	molasses	cocoa	

How many words in this lesson are the names of materials?
Which word ends in *in*? in *en*? Which have silent letters?

29

dance with ease	for your sake	meet a bear
sing a duet	a greasy plate	fresh beets
grease	sirup	ginger
greas'y	really	catsup

30

tas'sel	lock'et	jack'et	jew'el ry
brace'let	lining	plunge	
frighten	notice	ruin	

31

tor'rid	tim'id	vain	stub'born
ma rine'	satchel	parrot	
squeeze	address	offer	

Which word in this lesson means *pertaining to the sea?*
burning or parching? *obstinate?* *having a high opinion of one's*
self? *wanting in courage?*

32

Change the verbs ending in *y* to the forms in *ed* and *ing* in this way : *satisfy, satisfied, satisfying.*

envy	supply	occupy	reply
spread	envelope	kettle	
swarm	pattern	kindlings	

33 .

The conductor tried to prevent the collision.

con duc'tor	ac'ci dent	ex plode'	sense
col li'sion	re sult'	common	bowl

34

Mortar is made by mixing lime, sand, and water.

sieve	varnish	painful	raisins
strength	trouble	gentleman	coffee

Spell *sieve* and *mortar* aloud five times.

Sixth Grade

35. REVIEW

Review Lessons 26-34.

36

“ Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.”

wealth	prov'erb	nature	library
wealth'y	scarce	cotton	laundry

37

owe	charge	payment	settlement
ex pense'	furnish	stable	
ex pen'sive	watermelon	vegetable	

In what way are the first six words of this lesson related ?

38

full of briers	sharp thorns	dining room
pleasant excursion	try to meddle	all right
moose	tailor	janitor
		master

39. DICTIONARY LESSON

With the help of your teacher, select five hard words from your reading lesson, and consult your dictionary for their pronunciation and meaning. Write from memory any of these words you are certain you can spell.

40

almanac	hurricane	messenger	message
minister	geography	grocer	
history	arithmetic	bushel, bu.	

Separate the first five words into their syllables and place the accent. Consult your dictionary to see if you are right.

41

For what is each of the following used ?

starch	sponge	grid'dle	sep'a ra tor
screw	arrow	postal	
wigwam	target	pulpit	

42

The horizon is the line where earth and sky seem to meet.

ho ri'zon	a're a	fright	language
hor i zon'tal	gris'tle	sailor	example

What word changes its syllables and accent when adding a syllable? Which word has a silent letter? Which is like *light*?

43. SPECIAL LESSON

Review page iv of the Appendix. Give special attention to all abbreviations.

Sixth Grade

44

"Labor conquers all things."

"It is better to be trusted than to be loved."

la'bor	trust	charm	reply
con'quer	re ward'	injure	pity

What word ends in *or*? in *er*? Spell *conquer* aloud five times.

45

Review Lessons 36-44. Give special attention to the words that you have missed. Study these from your notebook. Remember that the first step in studying a review lesson is to separate the words you need to study from those you are certain you can spell.

46

deaf and dumb	less than usual	blue eyes
bale of cotton	the main avenue	isn't here
jerk	hoeing	dangerous
ankle	shoulder	forehead
		sailor
		explain

47

pier	an'chor	route	en gi neer'
berth	navy	canary	
vessel	tripping	voice	

Which of the above words have to do with travel by water? Does the *i* or the *e* come first in *pier*?

48

The garden has a border of geraniums.

bor'der	gar'ret	a gree'a ble	quail
ge ra'ni um	ex press'	ostrich	enough

49

mat	grit	tan'gle	business
mat'ting	grit'ty	tack'le	customer

What is a *prefix*? A letter or syllable added to the end of a word is called a *suffix*. What change was made in *mat* and *grit* before adding a suffix? Review the *ing* forms of *put*, *run*, *hop*, *drop*, *set*.

50

The scent of roses and of lilies was in the air.

Is the peony a fragrant flower?

pe'o ny	o'dor	giant	postage
fra'grant	loop	losing	parcel

Look out for the pronunciation of *peony*.

51

Change these adjectives to the forms in *er* and *est* in this way: *easy*, *easier*, *easiest*. Add *ly* to *heavy* and *pretty*.

early	heavy	homely	pretty
-------	-------	--------	--------

52

The policeman arrested the chauffeur for speeding.

po lice'	chauf feur'	oriole	elevator
po lice'man	ar rest'	swallow	razor

Consult your dictionary for the correct pronunciation of *chauffeur*.

53. SPECIAL LESSON

On page vii of the Appendix you will find geography words. Review all that you have already learned, and with the help of your teacher select and learn any others you sometimes need to write.

54

What words in this lesson may be used in speaking of persons?

maid	dunce	dwarf	mi'ser
mer'cy	reins	recite	
rifle	poetry	towel	

55. REVIEW

Review Lessons 46-54.

56

barren soil	mountain peak	don't know
stupid error	good location	couldn't see
guess	repeat	preacher
price	erect	beginning

57

Our principal taught us to salute the flag.
The flag is sometimes called "Old Glory."

glo'ry	prin'ci pal	ad mire'	kernel
glo'ri ous	sa lute'	loyal	choice

58

hus'tle	stum'ble	trem'ble	stran'gle
twin'kle	beaten	discover	
giggle	examine	juice	

In what way are the first six words in this lesson alike? What sound does the *n* in *strangle* have? See how your dictionary marks the *n*. Use in a sentence each word in the upper row.

59. DICTIONARY LESSON

Have a rapid dictionary drill. Ask your teacher to dictate words, and notice how many you can find in five minutes. Then find the pronunciation of five words selected from your reader.

60

aim	in quire'	mis spell'	wan'der
re sem'ble	holiday	located	
sugar	present	commence	

Find the word that means *to spell wrongly*; *to be like or similar to*; *to point or direct at*; *to ramble*; *to ask*.

Sixth Grade

61.

Did you ever play croquet?

The florist made a large bouquet of roses.

flo'rist	dec'o rate	cro quet'	parade
taking	dec o ra'tions	bou quet'	chores

Consult your dictionary for the pronunciation of *bouquet*. In what way is it like *croquet*? Spell these words aloud five times.

62

occupation	preparation	separation	recitation
quotation	decoration	station	

In what way are the words in this lesson alike? Separate them into syllables and place the accent. Mark the blunder spot in *preparation* and *separation*.

63

play croquet	troop of scouts	narrow margin
hit the stake	tiled bathroom	next Tuesday
turkey	whistle	erase
cranberries	merry	level

64. SPECIAL LESSON

On page vi of the Appendix you will find arithmetic words. Review any you have had, and with the help of your teacher select five others to study. Be sure to select words which you sometimes need to write.

65. REVIEW

Review Lessons 56-64.

66

Write a heading for this letter before studying the lesson.

Dear Mary,

Mother and I return to the city next week, and we hope that you will accept our invitation to make us a visit. I am sure that you will enjoy Boston. Please do not disappoint us.

Your affectionate friend,

Helen.

Separate into their syllables all words having more than two.

67

The magazine article was altogether too long.

mag a zine'	al to geth'er	flame	solid
ar'ti cle	fu'el	alarm	wonderful

How many *l*'s are there in *altogether*? Look out for *article*.

68

breast	court	livery	limit
reckon	throat	blood	
wrist	troop	cedar	

Use in a sentence each word in the upper row.

The nozzle of the hose is apt to leak.
I cannot imagine what the trouble is.

im ag'ine	flowed	besides	cheat
noz'zle	angry	stranger	already

possible	favorable	usual	probable
possibly	favorably	usually	probably

Separate all the words into their syllables. Tell clearly how the second word of each pair was formed from the first.

au'thor	mer'chant	may'or	a'gent
serv'ant	shadow	neighbor	
blossom	passenger	hatchet	

Which words can be used in speaking of persons? Which words end in *or*? in *ant*?

knead Did you ever knead bread dough?
knight A true knight always protected the weak.

chal'enge	thresh	husband
dis grace'	spangled	daughter

What other words beginning with silent *k* have you learned?

73

Tobacco was sometimes used for money in Virginia.

loan	to bac'co	parent	among
cu'ri ous	com'merce	wife	toward

74

om e let	spin ach	cloves	ci der
lunch eon	above	prevent	
against	crooked	hedge	

Place the accent where it is omitted. Draw a line under the blunder spot of each word.

75. REVIEW

Review Lessons 66-74.

76

grant a request	a slight cough	will soon heal
wreath of holly	study hygiene	sure enough
hy'gi ene	fierce	pleasant
		height

77

chap'el	ga rage'	cap'i tol	bun'ga low
ken'nel	balloon	interest	
blizzard	fortune	daily	

For what is each building named in the upper row used? Do not confuse *capitol* with *capital*. What does each mean?

Sixth Grade

78. DICTIONARY LESSON

Pronounce the following words very distinctly and spell each aloud. Close your spellers and spell the words from memory. Consult your dictionary to see if both spelling and pronunciation were correct.

peony	bouquet	chauffeur	automobile
garage	bungalow	spinach	

79

“No home is too small for two friends, or too large for two enemies.”

enemy	coun'ty	brain	hoarse
enemies	col'o ny	nostril	sprinkle

80

continue	introduce	introduction	manufacture
article	wrinkle	exchange	
nickel	purse	gather	

Separate the first five words into their syllables and place the accent. Use each in a sentence.

81

china vase	rural free delivery, R. F. D.	
loaded dray	sixth-grade course of study	
touch	hollow	instead
farther	radiator	motion

82. SPECIAL LESSON

Review the numbers and all the abbreviations you have had on page v of the Appendix. Give special attention to the last column of the first section of number words.

83

“He’s armed without that’s innocent within.”

We lived in comfort on the special train.

in’no cent	coax	leaped	homely
spe’cial	live’ly	evil	awful

84

flea	heif’er	leop’ard	mos qui’to
mosquitoes	sewer	echo	
remember	drain	signal	

There are several troublesome words in this lesson. Find and underline all the blunder spots.

85. REVIEW

Review Lessons 76–84.

86

A man full of *power* is said to be *powerful*. Note how *full* is spelled in these derived words.

faithful	successful	truthful	powerful
peaceful	skillful	hopeful	graceful

Sixth Grade

87

"He who refuses to remedy a wrong is guilty of a second wrong."

re fuse'	man'age	guil'ty	scribble
rem'e dy	man'ag er	drizzle	wrench

What silent letter is there in *guilty*? What does *remedy* mean?

88

mo'tor	motorman	motorcycle	gas'o line
punc'ture	bicycle	automobile	
tire	brake	chauffeur	

89

complete failure	grizzly bear	pare an apple	
repair my shoes	storm of sleet	lose a nickel	
fearful	camel	desert	several

What words contain *ai*? What word contains *el*? *ete*? Use each phrase in a sentence.

90

Review Lessons 86–89, and also the following words. When *ie* and *ei* have the sound of long *e*, which form usually follows the letter *c*?

pier	receive	thief	priest
niece	believe	deceive	ceiling

MID-YEAR REVIEW**91. REVIEW**

Review Lesson 3, page 235, and Lesson 4, page 236.

92. REVIEW

Review pages ii and iii of the Appendix.

93. REVIEW

Be sure to make a list of the words you need to study, and cross out each word as it is mastered. It will be mastered when you can spell it orally or write it without hesitation.

absence	china	delivery	gingham
accept	cider	difference	glisten
accident	cistern	disease	glorious
affectionate	collision	disgrace	grease
agent	comfort	dishonest	guilty
almanac	complete	earnest	handsome
altogether	conductor	engineer	hinge
article	conquer	excursion	horizon
attempt	contain	expensive	hurricane
author	continue	failure	hygiene
border	court	favorably	imagine
bouquet	croquet	flavor	increase
breast	curious	fuel	innocent
challenge	currant	garage	inquire
charge	cushion	gasoline	introduce
chauffeur	decorate	geranium	invitation

94. REVIEW

jewelry	odor	repair	stupid
leopard	omit	request	successful
linen	patience	resemble	supply
livery	peony	return	syllable
lovable	police	rinse	thorough
luncheon	possible	route	threat
magazine	poultice	rural	thrown
manage	power	salad	tilled
manufacture	preparation	salute	timed
margin	principal	satisfy	tobacco
mayor	probably	scarce	torrid
merchant	produce	scenery	tremble
mercy	propose	scout	truant
message	puncture	separator	twinkle
mosquito	purpose	servant	usual
motor	quality	sieve	usually
nostril	quotation	special	wander
nozzle	receive	spinach	wealth
obedient	recitation	sponge	woolly
occupy	remedy	stubborn	wreath

95. SPELLING MATCH

Have a spelling match, using the words reviewed in Lessons 91-94.

96

The shepherd will shear his sheep.

shep'herd	treat	errand	cities
wea'ry	speech	canoe	dessert

What difference in spelling is there between *sheep* and the first syllable of *shepherd*?

97

sur'face	en'trance	mu'ci lage	gram'mar
al'pha bet	coconut	exact	
beefsteak	prunes	temper	

What vowel do you find in the last syllable of each word in the upper row? Spell these words aloud many times.

98

"Every right action and true thought sets the seal of its beauty on person and face."

ac'tion	so'ber	fancy	prize
beau'ty	stead'y	royal	saucy

99

deep	broad	wide	long
depth	breadth	width	length
high	ail	first	
height	trail	thirst	

Sixth Grade

100

An isle is a small island.

isle	moist	chan'nel	simple
aisle	mois'ture	pro vi'sions	scythe

Isle and *aisle* are pronounced alike. How does the spelling differ? What does *aisle* mean?

101

undertake	themselves	newspaper	reindeer
however	fireproof	harrow	
chisel	southern	screen	

What words contain two shorter words?

102

piece of tape	barbed wire	yoke of oxen	
bargain sale	bamboo furniture	leap aboard	
awl	debt	value	straight
trowel	account	valu'able	smooth

There are many useful review words in this lesson. Study only those you have forgotten how to spell.

103

pro'gram	or'ches tra	so pra'no	so'lo
al'to	square	cabin	
severe	sleeves	alley	

104

Does a cyclone or a blizzard do more damage?

cy'clone	freak	earth'quake	officer
dam'age	i'ci cle	butcher	plumber

105. REVIEW

Review Lessons 96-104, and also the following contractions. Tell for what each stands.

isn't	howe'er	wouldn't	he's
o'er	doesn't	that's	we'll

106

unusual	impatient	unable	unpleasant
trigger	judge	arrange	
dentist	honest	noble	

What prefix has each word in the upper row? How does the prefix change the meaning of the simple word? Does the use of the prefixes *un* and *im* make the words harder to spell?

107

cinnamon bun	first aid	sore heel
future success	athletic sports	quiere of paper
amuse	advance	preserve
		accuse

Copy the hardest words, and underline the blunder spot in each. Spell the words aloud as you copy them.

Sixth Grade

108

General Gibbs and Captain Powers were in full uniform.

Both officers have excellent records.

General, Gen.	ex'cel lent	re spect'
Captain, Capt.	rec'ord	copper

109. SPECIAL LESSON

With your teacher's help, make a list of the industries and manufactures of your city. If you live in the country, make a similar list for your state. Copy the words into your notebook and learn to spell them. Be sure to review these words as well as those in your spelling-book lessons.

110

saw and plane	private property	wring clothes	
original poetry	profit and loss	sew a seam	
iron	metal	parlor	furnace

Time yourself to see how long it takes you to learn this lesson. Your lesson must be perfect if you wish a record for your speed.

111

du'ty	tab'let	ci'pher	sphere
ac'cu rate	mistake	liquid	
season	idle	separate	

In which words does *ph* have the sound of *f*? Consult your dictionary if you find an unfamiliar word.

112

“Knowledge is power.”

The time of the auction is not yet known.

knowl'edge	pan'el	mixture	trough
auc'tion	riv'et	traveler	stomach

Knowledge is often misspelled. Mark the blunder spot.

113

de feat'	cul'ti vate	en'ter	com pare'
de sign'	heart	dough	
knuckle	couple	concert	

114

“Attention is the mother of memory.”

reasonable	moan	orphan	coward
protection	groan	heroes	mercy

Copy all the words having more than one syllable. Draw a line between the syllables and place the accent.

115. REVIEW

Review Lessons 106-114, and review also any words you have had in the arithmetic list on page vi of the Appendix. This is not too long a lesson if you waste no time on words you know. As a matter of interest, see how many words you can spell aloud correctly in one minute. Ten minutes of hard, steady study is enough for a very long review lesson.

Sixth Grade

116

Do not grieve over what cannot be helped.

grieve	ad vice'	wor'ry	primary
grief	ti'dy	worried	exercise

Does the *e* or the *i* come first in *grief* and *grieve*?

117

di gest'	re cov'er	ap'pe tite	nour'ish ing
	im prove'ment	lonely	freight
	eraser	scorch	wharf

Use in a sentence each word in the first row.

118. DICTIONARY LESSON

Have a dictionary speed contest. See how many words dictated by your teacher you can find in five minutes. For the remainder of the lesson look up the pronunciation and meaning of five words selected by your teacher from your reading lesson. When all the words have been found, pronounce each one very distinctly three times. Can you spell any of them simply from looking at them?

119

yolk of an egg	regular train	ought to go
a beautiful scene	stanza of poetry	wrap up
yolk	harbor	furniture
folks	whittle	bureau

120

"United we stand, divided we fall."

fact	pre'cious	mirror	which
fa'ble	afterwards	faucet	separate

Look up *precious* in the dictionary for exact meaning and pronunciation.

121

rot'ten	dif'fi cult	ter'ri ble	wick'ed
bash'ful	guide	healthy	
brought	breathe	column	

Find the word that means *horrible ; shy ; decayed ; hard to do ; evil in practice, or sinful.*

122

The yacht was a total wreck.

to'tal	squall	question	basement
shal'low	figures	merrily	piazza

123

al'co hol	anx'ious	cer'tain	ruf'fle
ce're al	surprise	handkerchief	
doughnut	parasol	plume	

What other words that you have had end like *certain*? Try to make a list of at least four.

The building has granite foundations.
A large quantity of stone was required.

fudge	saucer	beneath	rather
yesterday	measure	below	mighty

125. REVIEW

Review Lessons 116-124, and also all geography words you have had in the list on page vii of the Appendix. Do not forget the notebook words. Keep a record of the time it takes you to learn this lesson. If you do not fail on any words, put the date and the time into your notebook and see if you steadily gain in the future.

126

dominoes	vinegar	refrigerator	funeral
kerosene	medicine	automobile	

Separate into their syllables all the words in the first row. Place the accent and consult your dictionary to see if you are right.

127

Wanted. Boy to make himself useful in a grocery store after school hours. Good position for a strong, honest boy. Boy owning bicycle preferred.

T. B. Jones, 85 Main Street.

pre fer'	po si'tion	ad'ver tise
pre ferred'	forgotten	ad ver'tise ment

128

stare	arrive	pause	inclose
chosen	bandage	reduce	
cement	welcome	practice	

Change the verbs in the first line to the forms in *ed* and *ing*.

129

Brass is formed by the union of copper and zinc.

group	per form'	search	dispute
in clude'	improve	prepare	uniform

Look out for *union*. What word would you have if the *u* were changed to *o*?

130

cottage	factory	palace	theater
tenement	scout	badge	
trolley	hospital	basin	

What words are the names of buildings? For what is each used? Separate *theater* into syllables and place the accent.

131

civil answer	gypsy camp	eight cents
opposite house	the proper way	forty dollars
pity	ferry	sausage
pitied	island	perfume
		poison
		jewel

Sixth Grade

133

mack'er el	kan ga roo'	ze'bra
gi raffe'	al'li ga tor	robin
oriole	sparrow	shark

If you were playing the old game of "Fish, flesh, or fowl?" under which head would you put these names? Copy them, arranging them under these heads. Spell aloud as you write.

133

A country ruled by an emperor is called an empire.
Our country is a republic.

na'tion	savage	mutton
na'tion al	reason	bakery

What vowel changes its sound when *nation* becomes *national*?

134

admission	permission	possession	explosion
expression	journey	district	
mischievous	generous	injury	

In what way are the first five words alike? Separate them into their syllables and place the accent.

135. REVIEW

Review Lessons 126-134 and also your notebook words. Keep a record of the time it takes you to learn this lesson perfectly.

136

The refreshments consisted of cake and vanilla ice cream.

Henry is more industrious than his cousin.

in'dus try	lightning	tomorrow
in dus'tri ous	bristle	caterpillar

137

wa'ges	pur'chase	re ceipt'	sam'ple
part'ner	tying	neither	
walnut	lemonade	because	

Does the *e* or the *i* come first in *receipt*? What letter preceded the *e*? In what other words does the *e* come first after *c*?

138

do a favor	familiar music	national hymn
a short reign	safety first	baseball team
joke	insect	surely
		evening

What word ends in *or*? Where is the blunder spot in *familiar*?

139. DICTIONARY LESSON

Here are a few words you have had which are often mispronounced: *perfume*, *peony*, *automobile*, *national*. Look up the pronunciation of each and repeat each distinctly three times. Remember that the accent will help you. Have a five-minute drill in finding words rapidly.

Sixth Grade

140

explanation	describe	description	certainly
generally	machine	buffalo	
deserve	obliging	beetle	

Separate all the words into syllables. If you pronounce each syllable, you will not omit it when you write.

141

“Nothing venture, nothing have.”

ven'ture	false	dis turb'	distance
dis tinct'	falsehood	further	although

142

How many verbs in this lesson end in a single consonant after a single vowel? Which syllable of these words is accented? Change them to the forms in *ed* and *ing* in this way: *permit*, *permitted*, *permitting*. What change was made besides adding the suffix?

per mit'	o mit'	ad mit'	oc cur'
control	priest	chorus	extra

143

dye	They will dye the satin red.
dyed	The women dyed a piece of coarse cloth.
dyeing	They are now dyeing some linen.

Do not confuse *dying* and *dyeing*. Use the first in a sentence.

144

flee	capsize	combine	decide
frown	president	mineral	
nephew	prisoner	products	

What word means *to unite?* *to run away?* *to scowl?* *to overturn?* *to settle* or *conclude?*

145. REVIEW

Review Lessons 136-144, and also the following words:

tongue	stomach	choir	separate
whether	receive	believe	Wednesday

146

Do you object to my attending the concert?

No, I have no objection whatever.

ob ject'	at tend'	re mark'
ob jec'tion	re port'	collection

Pronounce *ob ject'* distinctly. What does the word mean when it is accented in this way: *ob'ject?*

147

graceful creature	direct route	ripe olives
model kitchen	settled region	capital letter
examination	jealous	capture
dictionary	appear	pebble

Use each phrase in a sentence.

148

guest	stu'dent	mu si'cian	um'pire
rel'a tive	doubtful	bruise	
size	collect	direction	

Which words in this lesson may be used in speaking of persons? Use each in a sentence.

149

The entire troop was attacked and surrounded.
They were finally fortunate enough to escape.

fi'nal	diamond	review
fi'nal ly	sparkle	natural

150

engage	engagement	employ	employment
idleness	replied	worst	
rising	negroes	hoping	

In which words are the suffixes *ment* and *ness* used? Was any change made in the simpler words before adding the suffix?

151

Your sincere friend	Your affectionate son
Sincerely your friend	Affectionately yours
Truly your friend	Yours respectfully

Which form would you use in a letter applying for work?

152

“Make yourself necessary to somebody.”

nec'es sa ry	pe'ri od	plat'form	wagon
pro mo'tion	prog'ress	custard	courage

What letter in the first syllable of *necessary* has the sound of *s*? Pronounce the word very distinctly and spell it aloud as you copy it.

153

mischief	liquor	photograph	patient
mischievous	destroy	notch	secret
success	agree	safely	

Separate these words into syllables and place the accent. Which word changed a letter before adding a suffix?

154

telephone receiver	call "Central"	too early
telegraph wire	receive a telegram	sow seed
artist	source	trousers
		succeed

In which words does *ph* sound like *f*? What other words have you learned in which this occurs?

155. REVIEW

Review Lessons 146-154, and also these words:

scissors	clothing	dessert	desert
bureau	search	practice	surprise

de ceit'	hope	neglect	hate
de ceit'ful	re venge'	peace	thought

To which of these words can you add the suffix *less*? To which can you add *ful*? You have learned to drop the final silent *e* before the suffixes *ed* and *ing*, both of which begin with vowels. Consult your dictionary to see if final *e* is dropped before *less* and *ful*, which begin with consonants.

157. SPECIAL LESSON

With the help of your teacher make a list of the principal rivers of your state, the lakes, if any, and the railroads in your part of the state. Copy the names into your notebook and learn to spell them.

158

The athletic contest drew a large audience.

It was an important event in the neighborhood.

con'test	im por'tant	people
au'di ence	neigh'bor hood	oyster

159

baggage	machinery	violin	revolver
mattress	gentle	distant	
soldier	avenue	except	

Separate the first four words into syllables. Use each in a sentence.

160

What is your favorite style of dress?

styl'ish	fash'ion	pigeon	cream
ma te'ri al	chocolate	whipped	leopard

There are some hard review words in this lesson. Study the ones you are not sure you can spell.

161

pardon	relieve	shudder	instruct
suspect	innocent	shield	
measles	manager	straighten	

What word means *to tremble with fear or cold?* *to forgive?*
to mistrust? *to free from a burden or from distress?* *to teach?*

162

Honor and justice go hand in hand.

My opinion of her gradually changed.

disappoint	livery	heifer
motorcycle	limit	alphabet

163

sa'cred	psalm	re li'gion	ser'mon
beauty	breathe	cyclone	
action	bamboo	excellent	

What letters in *psalm* are silent?

Sixth Grade

164

Words of opposite meanings :

birth	native	sense	depth
death	foreign	nonsense	height
light	strong	honest	coward
heavy	weak	dishonest	hero

165. REVIEW

Review Lessons 156-164 and the following words:

believe	receive	pier	grief
grieve	priest	niece	ceiling
deceitful	thief	deceive	piece

166

elevated railroad	twentieth century	el'e vat ed
electric cars	won the contest	e lec'tric
e lec tric'i ty	king'dom	beggar
cen'tu ry	ghost	ashamed

How many syllables are there in *electricity*? Be sure to pronounce them all.

167

graze	re joice'	ex plore'	pro nounce'
re move'	deaf	scent	
expense	dumb	florist	

Change the verbs in the first row to the forms in *ed* and *ing*.

168

They threw their influence on the right side.

They also urged and encouraged others to do so.

in'flu ence

im'i tate

wealthy

en cour'age

im i ta'tion

messenger

169

cozy

splendid

cunning

nervous

numerous

woman

parlor

thief

sunset

attempts

Make phrases by joining an adjective with a noun in this way: *cozy parlor*.

170

It is an honor to entertain the governor.

gov'ern

gov'ern ment

shear

athletic

gov'ern or

entertainment

cinnamon

property

What two words end in *or*? Be sure to pronounce the *r* in *govern*, *governor*, and *government*.

171

pierce

select

retreat

launch

unite

digest

granite

sphere

difficult

position

Find the word that means *to withdraw* or *to retire*; *to join*; *to cause to slide into the water*; *to choose*; *to thrust into* or *to bore*.

Sixth Grade

172

No difficulty seems too great to one who is determined to succeed.

sensible	courageous	pause
determined	horrible	print

Copy the words having more than one syllable, and spell them aloud as you write. Place the accents. Consult your dictionary to see if you are right.

173

veranda	murder	whiskers	married
wedding	nation	industrious	
giraffe	falsehood	graceful	

What is the last letter in *veranda* ?

174

broken axle	innocent victim	rapid writer	
dangerous adventure	famous battle	of course	
dan'ger ous	fa'mous	possibly	receiver
ad ven'ture	rap'id	mayor	violin

175. REVIEW

Review Lessons 166-174 and all words in your notebook that were selected with the aid of your teacher. See how many words you can spell aloud in a minute, taking them just as they happen to come, long or short.

176. REVIEW

Review Lesson 3, page 235, and Lesson 4, page 236.

177. REVIEW

Review Lesson 93, page 257, and Lesson 94, page 258.

178. REVIEW

Use each homonym in a sentence, to show its meaning :

need	made	night	sent
knead	maid	knight	scent
birth	capital	flea	coarse
berth	capitol	flee	course
accurate	beauty	duty	favorite
action	central	dyeing	foreign
admission	century	electric	fortunate
advertise	cereal	encourage	foundation
advice	certain	entertain	future
alcohol	cottage	entrance	general
alphabet	creature	excellent	governor
anxious	cultivate	explanation	grammar
appetite	damage	explosion	grieve
arrive	deceitful	factory	guest
attention	decide	false	honor
audience	describe	familiar	horrible
baggage	destroy	famous	icicle
bargain	disturb	fashion	imitation

Sixth Grade

179. REVIEW

important	neighborhood	rapid	soprano
improvement	nervous	receipt	steady
industry	nourishing	refrigerator	student
influence	occur	region	style
justice	opinion	regular	surface
kerosene	opposite	reign	telegraph
knowledge	orchestra	relative	telephone
liquor	original	relieve	terrible
machinery	pardon	religion	theater
material	permission	republic	total
memory	photograph	respect	union
mischievous	pierce	revenge	venture
moisture	possession	safety	vinegar
mucilage	precious	scene	weary
musician	prefer	select	width
national	private	sensible	worry
necessary	psalm	shepherd	wreck
neglect	quantity	sincere	zinc

180. SPELLING MATCH

Have a spelling match, using the words reviewed in Lessons 176, 177, 178, and 179.

APPENDIX

CONTENTS

	PAGE
WORDS OFTEN MISSPELLED	ii
DAYS, MONTHS, HOLIDAYS, AND ABBREVIATIONS . . .	iv
ABBREVIATIONS AND NUMBERS	v
ARITHMETIC AND GRAMMAR LISTS	vi
PUNCTUATION MARKS AND GEOGRAPHY LISTS	vii
DIACRITICAL MARKS	viii

Appendix

WORDS OFTEN MISSPELLED

The following common words have been found to be among the most troublesome in our language. The first list contains one hundred and forty words frequently misspelled, and the second (on page iii) contains a number of homonyms which are often wrongly used.

able	break	cousin	February
ache	built	daily	forty
afraid	buried	deceive	friend
again	business	different	gone
against	busy	divide	grease
almost	button	doctor	guess
already	buy	does	guide
always	can't	dollar	half
among	careful	done	having
angel	center	don't	heard
answer	chief	double	height
any	choose	dying	hoarse
beautiful	clothes	early	hoping
because	collar	easy	hour
been	color	either	instead
beginning	coming	enough	juicy
believe	cough	every	just
blue	could	farther	knew
bought	country	father	know

Appendix

laid	once	since	wear
lesson	piece	some	weather
library	pleasant	straight	Wednesday
loose	please	sugar	where
lose	quiet	sure	whether
lying	quite	tear	which
making	raise	they	whole
many	read	though	whose
meant	ready	tired	woman
minute	receive	tonight	women
much	said	trouble	wonder
neither	says	truly	won't
ninety	seems	Tuesday	would
ninth	separate	until	write
none	shoes	used	writing
often	should	very	wrote

Homonyms are words that are pronounced alike, but differ in spelling and meaning. The following homonyms are often wrongly used. Use each in a sentence.

here	week	there	meet	great
hear	weak	their	meat	grate
its	dear	threw	to, too	pear, pare
it's	deer	through	two	pair

Appendix

Sunday, Sun.	Monday, Mon.	Tuesday, Tues.
Wednesday, Wed.		Friday, Fri.
Thursday, Th.		Saturday, Sat.
January, Jan.	May	September, Sept.
February, Feb.	June	October, Oct.
March, Mar.	July	November, Nov.
April, Apr.	August, Aug.	December, Dec.

LEGAL HOLIDAYS AND SPECIAL DAYS

Labor Day	Lincoln's Birthday
Hallowe'en	Saint (St.) Valentine's Day
Thanksgiving Day	Washington's Birthday
Christmas Day	Arbor Day
New Year's Day	Memorial Day
Fourth of July or Independence Day	

ABBREVIATIONS OF WEIGHTS AND MEASURES

inch, in.	pint, pt.	peck, pk.	day, d.
foot, ft.	quart, qt.	bushel, bu.	week, w.
yard, yd.	gallon, gal.	ounce, oz.	month, mo.
mile, m.	dozen, doz.	pound, lb.	year, yr.

Appendix

ABBREVIATIONS

Mister, Mr.	Doctor, Dr.	Street, St.
Mistress, Mrs.	Captain, Capt.	Avenue, Ave.
Miss	General, Gen.	Number, No.
forenoon, A.M.	afternoon, P.M.	railroad, R. R.
Post Office, P. O.	Rural Free Delivery, R. F. D.	

NUMBERS

one	nine	seventeen	sixty
two	ten	eighteen	seventy
three	eleven	nineteen	eighty
four	twelve	twenty	ninety
five	thirteen	twenty-one	hundred
six	fourteen	thirty	thousand
seven	fifteen	forty	million
eight	sixteen	fifty	zero
first	fifth	ninth	thirteenth
second	sixth	tenth	twentieth
third	seventh	eleventh	once
fourth	eighth	twelfth	twice
one half	hundredth	thousandth	

Appendix

SPECIAL LISTS

ARITHMETIC

addition	subtraction	multiplication	division
add	subtract	multiply	divide
plus	minuend	multiplicand	dividend
amount	subtrahend	multiplier	divisible
prove	remainder	product	divisor
proof	difference	partial	quotient
fraction	simple	percentage	problem
proper	complex	per cent	cancellation
improper	compound	rate	square
numerator	factor	profit	cubic
denominator	terms	discount	ratio
reduce	decimal	insurance	proportion

GRAMMAR

subject	clause	singular	antecedent
predicate	phrase	plural	gender
declarative	noun	nominative	masculine
interrogative	proper	possessive	feminine
exclamatory	collective	objective	neuter
imperative	verb	present	analyze
adjective	transitive	future	adverb
comparison	intransitive	participle	adverbial
positive	active	pronoun	preposition
comparative	passive	personal	conjunction
superlative	tense	relative	interjection

MARKS OF PUNCTUATION

comma ,	semicolon ;	quotation marks “ ”
period .	hyphen -	interrogation mark ?
colon :	apostrophe ’	exclamation point !

GEOGRAPHY

Eastern Hemisphere		North America	Europe
Western Hemisphere		South America	Asia
United States		Australia	Africa
Atlantic	ocean	continent	mountain
Pacific	strait	island	valley
Arctic	river	peninsula	plain
Antarctic	bay	isthmus	plateau
Indian	gulf	cape	prairie
volcano	population	commerce	transportation
desert	products	domestic	latitude
oasis	minerals	foreign	longitude
area	mining	exports	parallel
surface	agriculture	imports	meridian
zone		frigid	tropical
torrid		equator	axis
temperate		tropics	revolve

Appendix

DIACRITICAL MARKS

There are twenty-six letters in the English alphabet, but there are many more sounds. Some letters, therefore, must serve for several different sounds, and the diacritical marks are used to show which sound a letter has in a given case. The marks here given are those used in the Webster's New International Dictionary.

A few diacritical marks have special names, as those used with the following words:

cāne, macron; mĕn, breve; wŏrk, tilde; câre, circumflex; reċeive, cedilla.

Vowel Sounds

ā as in cane	ê as in there	ū as in cube
ă as in mat	ī as in mine	ũ as in tub
ä as in arm	ÿ as in tin	ũ as in turn
ạ as in fall	ĩ as in firm	ụ as in full
â as in care	ɣ as in machine	ụ as in rude
à as in ask	ō as in hope	ȳ as in try
ạ as in was	ǒ as in hot	ȳ as in truly
ē as in be	õ as in work	ÿ as in myrtle
ě as in met	ô as in for	ōō as in cool
ẽ as in her	ọ as in tomb	ōō as in look

Consonant Sounds

Most consonants have but a single sound, and in these cases no diacritical marks are necessary. The following consonants are not marked when they have their most common sounds:

ç as in receive	ġ as in engine	ş as in has
çh as in machine	ŋ as in wink	th as in this
eh as in chorus	ȳ as in exact	

